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ABSTRACT

This report contains a description of a statewide study that was undertaken to gather, from all relevant groups of professionals and lay representatives, statements of elements thought to be critical to the operation of successful Title I reading programs. Following an introductory chapter, three chapters provide information about the design of the study; the standards for Title I reading programs, including those governing involvement and communication, staffing and participation, program aspects, and evaluation; and implications of the study. Appendixes contain a listing of standards for Title I reading programs (without commentary), suggestions for improving Title I reading programs drawn from a statewide survey of Title I reading teachers, elements related to effectiveness in Title I reading programs drawn from a nationwide survey of Title I directors, and an assessment of key recommendations of regional workshop participants. (FL)

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STANDARDS FOR

COMPENSATORY READING PROGRAMS IN

RHODE ISLAND

Office of Compensatory Education
Bureau of Grants and Regulations
Rhode Island Department of Education

This is the final report of the Planning Committee. The members of the committee are:

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John Long, Department of Education, University of Rhode Island
Marion McGuire, Department of Education, University of Rhode Island
William Oehlkers, Education Department, Rhode Island College*
John Pitman, Right to Read Director, RIDE
Phil Zarlengo, Coordinator of Compensatory Education, RIDE

* Dr. Oehlkers served as chairman of the Committee.

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December 1977

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Without the intensive work of the Steering Committee and the Drafting Committees, this study could never have come to fruition. To these persons a special note of appreciation is addressed.

Appreciation is also expressed to Dr. William Oehlkers for his work in chairing the Planning Committee and to Ms. Marcia Colagiovanni, Title I Administrative Assistant, for the special attention she gave to workshop arrangements and assistance in collecting data.

Dr. Phil Zarlengo, Coordinator of Compensatory Programs, gave this study leadership and direction. Mr. Henry D'Aloisio served as liaison person in the Department of Education, and conducted the preliminary studies of Rhode Island Title I Reading Teachers and State Title I Directors that provided a broad base of information for the Drafting Committees. Their continuing efforts are recognized and appreciated.

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Members:	Mr. Lemuel Crooks	Lincoln
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A Standards for Title I Reading Programs (a listing without commentary)

B Suggestions for Improving Title I Reading Programs: Rhode Island Title I Reading Teacher Survey

C Elements Related to Effectiveness in Title I Reading Programs: National Survey of Title I Directors

D Assessment of Key Recommendations of Regional Workshop Participants

STANDARDS

FOR COMPENSATORY READING PROGRAMS

IN RHODE ISLAND

CHAPTER 1: INTRODUCTION

Since its inception in 1965, the Rhode Island Title I Office has worked continuously to improve its monitoring and consulting function in order to assist local educational agencies in designing, implementing and evaluating compensatory reading programs to meet the needs of educationally disadvantaged students. This on-going effort has made Title I consultants keenly aware of the need for a set of basic guidelines for program development -- guidelines that would go beyond the search for compliance, providing direction to a variety of programs under varying conditions.

Until 1974 these efforts were informal in nature. That year it was decided to seek suggestions from the local level. As part of the next year's annual evaluation, Title I reading teachers were asked to list three suggestions they felt would improve compensatory reading programs. Since it was part of the evaluation response format, a one-hundred-percent response was received. (An analysis of this survey appears in Appendix B, "Suggestions for Improving Title I Reading Programs: Rhode Island Title I Reading Teacher Survey.") Then, to gain a broader perspective on this area of concern, a national survey of state Title I directors was conducted in 1976. They were requested to list elements they felt were related to the effectiveness of Title I reading programs. (A summary of the elements listed by the thirty-seven responding state directors appears in Appendix C, "Elements Related to Effectiveness in Title I Reading Programs: National Survey of State Title I

Directors.") Thus, the current effort to develop standards for compensatory reading programs in Rhode Island is rooted in a long-term endeavor to seek better ways of providing quality technical assistance to local Title I personnel.

In part, the Rhode Island effort was a reflection of an ascending level of national concern with regard to the effectiveness of compensatory programs. Evidence of the extent of this concern is found in the congressional amendment to Title I in 1974 which requires the Commissioner of Education to "develop and publish standards for evaluating program or project effectiveness in achieving the objectives of Title I."

The main focus of this continuing Rhode Island effort has always been directed toward programs in reading because, traditionally, this has been the area cited as that of greatest need in the majority of proposals. In the early years of Title I, nearly seventy percent of all proposals, nationally, included the area of reading. Rhode Island tracked very closely the national average. Even today, the majority of Title I proposals in Rhode Island include the area of reading.

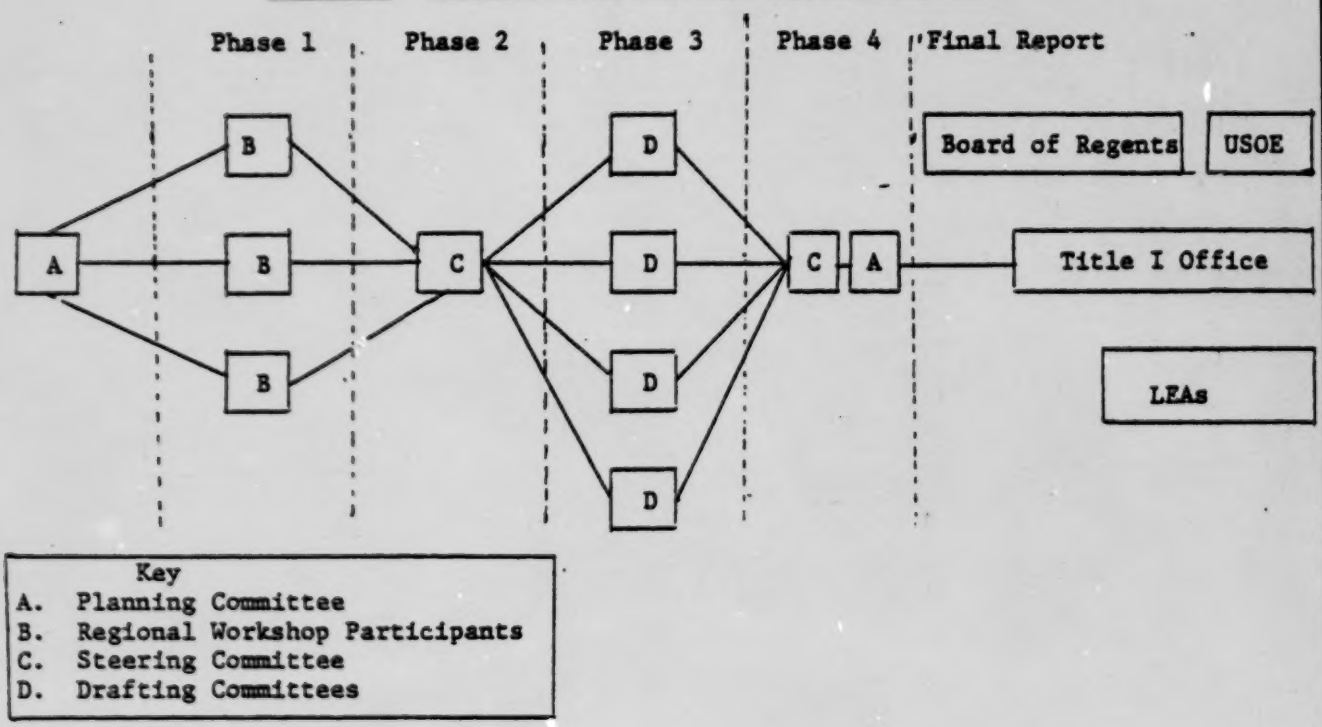
The continuing need for programs in reading after twelve years of emphasis in this basic area speaks clearly to the importance of establishing standards for program improvement. While it is generally understood that reading is a complex process, developmental in nature and interrelated in a very basic way with the other language/communication arts of listening, speaking, writing and reasoning, the complexity of the process does not preclude the expectation of progress. Great strides have been made in understanding the reading process. Research has begun to discriminate between effective and ineffective practices. Certain components have shown up again and again in programs that have been validated as effective. A knowledge

base is accumulating that lifts program development above a trial and error status. This knowledge base includes every teacher who has taught reading, every administrator who has worked toward program improvement and every parent who has watched one or more children learn, or fail to learn, to read. It is to this accumulated knowledge base at the local level and in the literature that the Rhode Island Title I Office turned in this study. Local input was a significant aspect of this study. Also, in order to account for some of the ideas that can be gleaned from the literature, Dr. Marion McGuire, Professor of Education at the University of Rhode Island, was requested to review relevant literature and summarize findings. This was to be ready for review by the committees responsible for drafting the standards so that committee members could refer to the summary as they worked. In addition, other documents were provided, as described in the section on design.

CHAPTER 2: DESIGN OF THE STUDY

This study was designed to gather, from all relevant groups of professional and lay representatives, statements of elements thought to be critical to the operation of successful Title I reading programs. These statements were then processed by a number of groups in various ways in the preparation of the standards. Figure I presents an overview of the process and the groups involved in the design.

Figure I: Design of the Reading Standards Study



Of particular significance is the broad involvement of persons from every school district in the state in the first phase, with a funneling down of these

groups through their selected representatives in phase two. Equally important is the process by which the standards were derived. These two aspects, the participants and the process, are highlighted in the sections that follow.

Participants

Four groups participated in the conduct of this study: 1) the Planning Committee, 2) the Regional Workshop Participants, 3) the Steering Committee and 4) the four Drafting Committees. (See the acknowledgements section for names and community identifications.) These groups were assembled as follows:

Planning Committee. Dr. Phil Zarlengo, Coordinator of Title I in Rhode Island, appointed a Planning Committee to design a study that would result in a set of standards for Title I reading programs. Membership included a state Title I consultant, the state Right to Read Director, and reading and research personnel from Rhode Island College and the University of Rhode Island. This group served throughout the course of the study in a consulting and reporting capacity.

Regional Workshop Participants. Each school district in Rhode Island was issued in invitation to send three or more representatives, the number depending upon the size of the district, to a regional workshop. The participants selected were to include a parent, a title I teacher and another or others selected from a suggested list including classroom teacher, reading specialist, Title I or regular school administrator, etc. Workshop participants were well distributed among the three general classes: parents, teachers and administrators with a heavy sprinkling of Title I personnel.

Steering Committee. A cross section of the membership at each of the Regional Workshops was selected to form a statewide steering committee. The steering committee of 31 members met as a group and then broke down into

four drafting committees.

Drafting Committees. Since the recommendations of the Regional Workshop participants focused in on four topical areas, the Steering Committee divided into four working committees to review the recommendations and draft standards. Each of these groups had a membership of four to six active members with two or three alternates. Also, each group was assigned a project consultant who could be contacted for more information or clarification of existing information.

Process

The design was viewed as having four major phases: 1) the generation of recommendations at three regional workshops, 2) the classification and refinement of the recommendations by the Steering Committee, 3) the drafting of proposed standards by the Drafting Committees and 4) the final review of the standards in preparation for the final report by the Steering and Planning Committees.

Phase 1. The principal objective of Phase I was to generate recommendations for the improvement of Title I reading programs from as broad a base of local professional and lay persons as possible. The major activity was the conduct of three regional workshops. Three dates were established during April and May for the workshops. A letter addressed to the superintendent of schools invited the participants selected, as described above, to the workshop planned for the northern, central or southern part of the state according to the location of the school district. At each workshop, participants were subgrouped so that parents, teachers and administrators were represented in each of the small groups with a designated leader and recorder.

Participants were requested to list elements they felt were important to the effectiveness of Title I reading programs -- practices already in use as well as new ideas that could be tried. At the three regional workshops, in toto, about 500 suggestions were generated.

At the end of each workshop session, members were selected to represent the school districts present, to the extent possible, and the three categories of participants: parents, teachers and administrators. The members thus selected at the three regional workshops were combined to form the Steering Committee.

Phase 2. The principal objective of Phase 2 was to categorize and review the large number of recommendations made at the regional workshops. They were first reviewed by Project Consultant, Dr. William Oehlkers, and state Title I consultants and found to center around four topics: Involvement and Communication, Staffing and Participation, Program, and Evaluation. Statements were tentatively identified with one of these topics and they presented to the Steering Committee for review and further refinement. At this point, the committee combined similar statements and reduced overlap within each topical area. This activity took place in June before the end of the school year.

At this meeting, preliminary findings in the literature search were presented and the committee was then subdivided into four groups to work on the drafting of standards. It was expected that the committees would reconvene in the fall to continue this work but some committees worked through the summer.

In September, in anticipation of the need by the committees for an indicator of the reaction of the regional workshop participants as a total group to the suggestions made at the workshops, Dr. Oehlkers mailed a questionnaire to the workshop participants. Fifty-nine key recommendations were singled out

and, to each, participants were requested to respond relative to the 1) clarity, 2) specificity, 3) reasonableness, 4) anticipated impact and 5) extent of personal agreement or disagreement with the recommendation. (See Appendix D.)

Phase 3. Four Drafting Committees worked throughout the fall drafting standards in the following areas:

Committee A: Involvement and Communication

Committee B: Staffing and Participation

Committee C: Program

Committee D: Evaluation

As a result of their work, each committee was to deliver a report to Dr. William Oehlkers. During the course of their work, several documents were made available to them as resources so that the literature could be referred to as questions arose. These documents included the following:

D'Aloisio, Henry. Suggestions for Improving Title I Reading Programs: Rhode Island Title I Reading Teacher Survey. RIDE Title I Office, 1975. (Appendix B)

_____. Elements Related to Effectiveness in Title I Reading Programs: National Survey of State Title I Directors. RIDE Title I Office, 1976. (Appendix C)

McGuire, Marion. Standards for Title I Reading Programs: Support in the Literature. Kingston: U.R.I. Department of Education, 1976. (Appendix C)

Oehlkers, William. Assessment of Key Recommendations of Regional Workshop Participants. Rhode Island College, 1976. (Appendix D)

Also distributed were selected references from USOE and state documents enumerating common characteristics of successful reading programs.

By February 1977, all reports had been delivered to Dr. Oehlkers. At that time he put together a draft summary report of the committee work and submitted it to the RIDE Title I Office.

Phase 4. The principle objective of Phase 4 was to derive a set of

standards that represented the intent of the groups that had worked on them. Important, too, was the desire that they be expressed in similar form with as little overlap as possible. Since they had been developed by different groups, it was expected that the statements might differ in manner of expression and in degree of specificity. To assure that they "hang together," so to speak, as a viable set of standards, review procedures were planned in the Phase 4 segment.

The Title I Office distributed the draft summary to members of the Steering and Planning Committees for review and comment. Equipped with the comments of respondents, Dr. Marion McGuire then wrote the project report, incorporating segments of the previously written review of the literature where it seemed to support the recommended standards.

The final report was prepared for the Title I Office to submit to the Board of Regents who have long been concerned about the quality of reading programs, in general, and, in this instance, the ways that might be found to improve student achievement in Title I reading programs. When action has been taken by the Board, the results of this project will be shared with the USOE Title I Office, Rhode Island local educational agencies and other interested parties.

CHAPTER 3: STANDARDS FOR TITLE I READING PROGRAMS

The reading standards presented here are grouped under the areas of concern identified in Phase 2 of this project. Following each group of standards is a brief summary of findings from the literature relative to the topical area. The original review of the literature was prepared in 1976 as a 110 page document to be used as a resource for the standards drafting committees. It was to be referred to at that point when the first draft of standards had been prepared and was ready to be reviewed and refined. The four topical areas were written separately to meet the separate needs of the groups to use them. The summaries here are extracted from that report with information added from recent pertinent studies.

It must be remembered in reading the summaries that it is difficult to find answers to specific questions in the literature. Each study undertaken represents a different point of view and deals with a different population. Only when studies over a period of time yield similar conclusions can the findings be considered meaningful.

Another problem in summarizing findings is that they seldom describe clear causal relationships. The researcher himself often has a problem isolating a single factor as the cause of gains in achievement. Even when such factors are reported, it may be apparent to the reader that other variables could be related to the outcomes.

The question of how to interpret a cluster of similar conclusions from various research studies must also be addressed. In a sense, an accumulation of findings in support of a standard may seem to "validate" it. While support of this type increases one's confidence, to be sure, true validation of any or all of them will be achieved only as a result of many instances

where their implementation proves to be related to effective programming. Even those standards with the best of support from the literature are, therefore, suggested as tentative at this time. Given the constraints inherent in this effort, then, available findings are summarized following each section of standards.

Involvement and Communication

The impact of Title I programs is limited without the assistance and cooperation of community members, especially parents. This section calls attention to the importance of the involvement of parents and other lay and professional persons in the conduct of effective programs.

Standards for Section I: Involvement and Communication

Standard 1: Parents, teachers, administrators and students are represented in the group that plans, implements and evaluates the program.

Standard 2: A system of communication provides project information at least four times a year to teachers, parents and other community members.

Standard 3: Conferences between parents and Title I teachers are scheduled at least twice a year.

Standard 4: Meetings planned for all parents include specific activities designed to encourage the participation of Title I parents.

Standard 5: Special provisions are made for home-school communication where the parents are culturally or linguistically different.

Standard 6: Provisions are made to develop the leadership skills of Parent Advisory Council (PAC) members.

Standard 7: A parent education program prepared parents to assist teachers in strengthening their children's reading skills and interests and in developing positive attitudes toward reading.

Standard 8: Parents and teachers, working together, develop a handbook describing how parents can improve children's prereading and reading skills. Where such a handbook exists, it is annually reviewed and refined.

Overview of the Literature

Parent involvement in Title I has been required by law since the 1970 amendments mandated it in the form of Parent Advisory Councils (PACs).

Involved parents had been shown to take a more positive attitude toward school and learning, and their children tended to be more positive toward school, too.

Most validated reading programs show parent involvement to be one of the components. In fact, in 1974, USOE's Division of Compensatory Education reported that parent involvement was one of the eight characteristics common to successful programs. It has been rationalized that for progress to take place, the home must support what the child learns in school.

The parent factor has shown up in the Right to Read effort also. In a literature validation study of the Alabama Right to Read Standards of Excellence, high support was found for the importance of reporting to the community about reading programs, and support by inference was found for reporting to parents. These were two of twenty-six criteria considered of great importance in achieving excellence in reading programming.

OE guidelines state that the goal of parental involvement should be to build the parents' capabilities of working with schools to support their children's well-being, growth and development. One of the problems with accomplishing the goal, however, is parent apathy. Only limited success has been met in attempting to overcome apathy, and, at present, LEA's are awaiting the dissemination of the revised parent handbook to help them solve this problem.

Some studies show that it is important to organize parents. One conclusion of Summerfield's[1] study of the political styles of neighborhoods was that unorganized communities were allocated the fewest resources. There was the suggestion that the lack of community interest and petition leads the school principal to assume a passive role in which he does not represent the community's needs.

Saxe[2] maintains that finding an appropriate balance in school-community relations requires linking mechanisms that relate schools to their communities. This seems to be a significant finding as several efforts to provide linking mechanisms and to discover more appropriate ways to encourage citizen participation are currently underway, with groups such as the Institute for Responsive Education, the Kellogg Foundation, the University of Oregon Center for the Advanced Study of Educational Administration and several publishers busily working to provide alternatives.

Several authors provide suggestions as to how parents can help at school and at home. Sloan[3], Gordon and Breivogel[4], Artley[5] and Breiling[6] have contributed lists of suggestions.

Two surveys conducted by the RIDE Compensatory Education Office just prior to this study lend support for the need for standards in this area. The Rhode Island Title I Reading Teacher Survey, reported in Appendix B, shows that 34 responses could be classified under Involvement and Communication. These teacher recommendations for the improvement of Title I reading programs included:

Recommendation	No. of Responses
1. Parent involvement through workshops, training and visitations to schools	9
2. Dissemination activities	10
3. Supervision by SEA and outside consultants	5
4. Teacher input into program planning	5
5. Advisory Council sessions	5

In the August 1976 survey of state Title I Directors, reported in Appendix C, of the 37 who responded, 19 included a recommendation in the area of Involvement and Communication as one most likely to lead to improved Title I reading programs.

In relation to the study reported herein, a substudy was conducted by Dr.

Oehlkers relative to 59 of what were considered "key" recommendations of the original 500 recommendations produced by participants at the three Regional Workshops. This questionnaire listing the 59 recommendations accompanied by a response format was mailed to participants of the Regional Workshops. The purpose was to get a feeling for the extent of agreement in the total group for ideas that seemed central to the longer list. The last two responses sought, one dealing with anticipated impact and the other dealing with level of agreement are reported in Appendix D.

Thirteen of the selected key recommendations could be classified under Involvement and Communication. More than half of the respondents agreed or strongly agreed with 11 of the 13 recommendations and more than half felt that eight of them would have an impact on Title I reading programs. These eight include recommendations concerning: 1) development of a training model for parental involvement, 2) provision of specific time for parents to confer with teachers on their child's progress, 3) a handbook for parents listing ways to help a child at home, 4) inservice programs for parents to help them implement Title I teacher suggestions, 5) state dissemination of ideas to get parents involved, 6) money in the budget to provide inservice for parents, 7) suggested content of parent inservice to include Title I regulations, behavior, motivation and work in academic areas, and 8) closer ties between Title I and the regular classroom.

Of interest here also is an NIE supported study contracted to the International Reading Association on the Locus and Nature of Reading Problems in the Elementary Schools. It offers support for staff involvement. In a review of the literature to determine what makes a reading program successful, Samuels and Edwall[7] reported two levels of variables: organizational and instructional. Under organization, it was reported that the cooperation

and involvement of staff in planning a coordinated reading program was one factor that seemed to characterize school districts with successful readers.

The literature reviewed provides strong support for parent involvement and is consistent with the standards developed in this area.

Staffing and Participation

Matching students in need of help with staff members who can provide that help is an immediate concern in program planning and implementation. This section highlights the importance of identifying staff roles and responsibilities and providing to selected students the instructional situations most conducive to their progress.

Standards for Section II: Staffing and Participation

Standard 9: Staff is selected on the basis of: 1) demonstrated ability to work effectively with disadvantaged students and 2) background in the teaching of reading.

Standard 10: There is a clear statement of the role, function and responsibilities of each member of the staff.

Standard 11: There is a statement indicating how teachers, paraprofessionals and volunteers are systematically deployed so that their various skills are most effectively utilized in the service of identified students needs.

Standard 12: There is a plan for the on-going inservice education of teachers, administrators, paraprofessionals and volunteers.

Standard 13: When volunteers are enlisted, the personnel responsible for their supervision are clearly designated.

Standard 14: The rationale for student-teacher ratio, overall student load, and frequency and duration of student contact is based on all of the following criteria:

a. goals and expectations of the program
b. characteristics of the students
c. students' special problems such as limited language facility, excessive absenteeism, discipline problems, etc.
d. availability of trained auxilliary personnel
e. availability of appropriate facilities, materials and equipment
f. support of the parents

Standard 15: Students are selected to participate on a "most in need" basis. Where standardized test scores are used either as the sole basis or as a partial basis for decisions regarding student selection, the cut-off is designated in terms of percentile rank.

Standard 16: The planning of student participation is carried out so that a balance is found between meeting a wide variety of instructional needs and excessive fragmentation of a student's day. This is accomplished by limiting participation to no more than two special programs of a non-conflicting nature at any given time, except in carefully considered circumstances of an exceptional nature.

Overview of the Literature

The literature on staffing indicates that successful programs can be operated with a wide variety of staffing patterns. Teachers alone, aides alone, teachers with aides and any of the above under the supervision of master teachers, supervisors or consultants have been successful in some projects. While the staffing pattern may have particular significance for a given project, other factors such as teacher-pupil ratio, teacher training and teacher behavior are of greater concern in general, according to findings available in the literature.

Some studies showed that a relatively low teacher-pupil ratio is important in raising achievement levels of Title I students. The reviewers in the 1975 federal assessment of Title I projects indicated that services could have been greatly improved if they had been concentrated on "educationally deprived" students, rather than including other reading disabled students, indicating that the judgment of that group was in concert with this view.

Many projects used paraprofessionals and volunteers to lower the ratio between helper and helped. This seemed to work well where inservice programs were conducted to clarify the roles of certified and non-certified personnel and to indicate specific ways in which help could be given.

Inservice education stood out as an important aspect of successful programs for all project personnel. In the reports of effective programs covered in the

preliminary survey of the literature, earlier in this project, all included inservice training for project personnel.

In addition to teacher-pupil and inservice education, a third component of staffing to receive coverage in the literature was teacher behavior. The way the teacher structures and controls students, a tendency toward strong affective values and more than five years experience seemed to be related to successful projects.

Suggestions for teachers gleaned from professional articles include: restore the child's security, carry on continuous diagnostic teaching, stimulate interest, individualize instruction and other ideas requiring low teacher-pupil ratio, a high level of knowledge of teaching and positive affective values.

In the Alabama study to find support in the literature for their criteria of excellence, five staffing criteria were found to have high support: a variety of student-teacher ratios, continuous staff development, training for content area teachers, media center staff and a position designated as director of reading.

In the Rhode Island Title I Reading Teacher Survey, referred to above, many of the 171 respondents recommended staffing changes. Suggestions included:

Recommendation	No. of Responses
1. Continue and expand the availability of instructional and clerical aides	33
2. Expand inservice opportunities for Title I and regular classroom teachers of Title I children.	33
3. Additional support services such as counseling and diagnosis	9
4. Suggested topics for inservice	
a. interproject visitation	27
b. use of AV materials	1
c. reading in the content areas	1
d. diagnosis of learning disabilities	4

In the national survey of State Title I Directors, 22 percent of the respondents recommended staff development through inservice and 14 percent spoke to the need for adequate staffing patterns for program effectiveness.

Selection of students for participation in Title I programs is not referred to, to any great extent, in the literature. The intent of the law is that services be provided to the most educationally deprived to close the gap in achievement between the level at which they are currently operating and an appropriate level for their age/grade. The 1976 Comptroller General's Report to the Congress pointed out the confusion surrounding the requirement to serve the most educationally deprived. By interpreting the requirement to mean that a student must be among the most educationally deprived only upon entry to the program, services can continue until grade level is achieved or until the student is passed on to a higher grade where services are not available. On the other hand, by interpreting the requirement to mean that the student must always be among the most educationally deprived, a student may be replaced by another having a greater need as the former makes progress. The first interpretation seems to be favored by the review team as corresponding to the intent of the law. However, there seems to be a widespread need for better documentation of how students are selected to participate and the extent to which they continue to be served until an objectively identified level of achievement is reached. More information of this type along with evaluation information may contribute to the formation of a more decisive policy statement.

Program

The standards related to program include aspects of curriculum, methodology, organization and management. They emphasize the importance of articulation and coordination, vertical and horizontal structure, in the way a program is organized and a personalized delivery system through diagnostic-prescriptive procedures.

Standards for Section III: Program

Standard 17: The compensatory reading program has the stated aim of achieving comprehension/utilization of what is read. Word identification skills are taught as a means to that end and practiced in contextual situations.

Standard 18: The compensatory reading program is described in the proposal in terms of objectives with suggested activities in the goal areas of comprehension, word recognition, study skills and interest in and attitudes toward reading.

Standard 19: The compensatory reading program is developmentally conceived and vertically organized beginning with early childhood skills and competencies including listening, oral language and thinking.

Standard 20: The compensatory reading program is based on the same sequence of essential skills as the school program. The skills sequence is in writing and available to staff, students and parents.

Standard 21: Student placement procedures are described in the proposal and based upon an adequate but quick initial diagnosis of instructional level and essential skills related to that level.

Standard 22: Instruction utilizes diagnostic-prescriptive procedures so that what is taught to the student (the objectives selected for instruction), how it is taught (the methodology or approach) and the materials used are all justified in terms of on-going observations of the student's individual needs and background.

Standard 23: A record-keeping system shows the skills each student has mastered in the skills sequence. This record is shared by classroom and Title I teachers and used in cooperative planning.

Standard 24: Compensatory instruction supplements classroom instruction and is coordinated with it through bi-weekly communications between the Title I and classroom teachers.

Standard 25: The proposal gives the rationale for program organization (in-class, pull-out, after school, summer school, etc.)

Standard 26: The compensatory program is conducted in facilities that meet the physical standards for other classroom space in the building.

Standard 27: Supplementary services to "special populations" such as learning disabled, foreign speaking, etc., are provided only to eligible Title I students and do not supplant required local special services.

Standard 28: When Title I services are provided to a learning disabled student, the main emphasis in the program for that student is on learning to read. The underlying deficits in psychological processing (such as in visual perception) will be remediated through the methods and materials used for reading instruction rather than through an isolated program directed toward the deficit.

Standard 29: Ancillary services such as health and counseling services are provided where these areas of need are related to poor reading achievement.

Overview of the Literature

The literature reviewed in this section dealt with all aspects of program; i.e., curriculum, methodology, organization and management.

Curriculum. In the area of curriculum, it seems to say that the regular school program and the Title I program should adopt a single skills sequence and work together in moving students through it. This requires that classroom and Title I teachers communicate so that the Title I instruction given truly supplements classroom instruction and both activities keep apace to provide the time needed for mastery of each skill in a coordinated manner.

Materials selection is another factor in successful programs. It is reported to be important to key materials to the sequence of skills in the curriculum and to select new materials wisely, keeping in mind the objectives of the program and the characteristics of students.

Methodology. Methodology in reading has been extensively researched. After an intensive study of the literature in this area, as reported in The Information Base for Reading, Maxwell and Temp concluded that "underlying all of the methods is an implicit hope that a panacea will be found.... There is a strong belief that if only we are scientific and careful and thorough enough we will find the one method that will work with all children. In reality, all methods that we have investigated failed to teach some children to read."

Most teachers have been found to use an eclectic method. The advantage in using a variety of techniques lies in the availability of methods to suit a variety of student needs. Individual differences require that a teacher adjust the method to the way a child learns.

As accurately as can be determined at this time, there is no one best method. This message came through strongly in the USOE First Grade Studies which showed that there were greater differences within methods than between methods. Findings included: 1) It is the teacher that makes the difference, and 2) Children tend to learn what they are taught, i.e. test results show children do better in skills that are directly taught than they do in skill areas not emphasized.

In his study of four successful inner-city schools, Weber (1971) found that the use of phonics as one component of the program was a characteristic common to all of them. Likewise, Samuels and Edwall, referred to previously, found in their search of the literature that emphasizing basic decoding skills was characteristic of success. These results must be looked at in the light of other findings.

Spache[8] reports on the results of many longitudinal studies of phonics programs. Some of these have been continuous since the 1950's when critics forced schools to return to these approaches that had been abandoned in the 1920's. Many studies have recorded the progress of children in the Cardon, Phonovisual, Economy, Words in Color and other phonics programs. In general, this research has indicated certain results fairly consistently:

1. Children taught to read by a phonics system make rapid progress in word recognition.

2. On first grade reading tests, which usually do not measure much more than word recognition, such pupils often score higher on the average than those in basal reader classes.

3. Pupils in phonics systems probably learn to name words more rapidly.

4. But, these pupils come to believe (as some of their teachers do also) that reading is sounding and naming words.

5. These pupils tend to analyze too many words and to lack the quick recognition essential to fluent reading. They tend to lack a large sight vocabulary.

6. As a result, as pupils progress through the grades, their rate of reading tends to be somewhat slower.

7. Because of the emphasis upon words, comprehension is often poorer than pupils taught by other approaches, in grade levels above the first.

Following this report of the generalizations from research, Spache goes on to explain:

> These negative comments on the use of a phonics approach to beginning reading should not be interpreted to mean that training in phonics is pointless. Phonics skill is an essential tool to unlock the pronunciation and thus, perhaps achieve recognition of unknown words. As we have suggested,.... phonics certainly should be taught as one of the word attack skills in primary grades. But we strongly question its validity as the basic method of learning to read.

Several of the First Grade studies were continued through second grade to test out the longer range effects of various approaches to reading. These studies involved as many as 1,000 children. In one such study which compared the Lippincott system with the basal reader, a basal plus phonics, and i.t.a., the findings over a two-year period of time led to these conclusions:

1. Basal programs may be strengthened by adding a supplementary phonics program.

2. Intensive phonics programs are effective in promoting word recognition, phonics skills and spelling but these advantages tend to be realized mainly by high IQ pupils who are capable of following these complex systems.

3. Among low IQ pupils, the basal program compares very favorably with others in its effectiveness.

4. The extent of children's reading tends to be distinctly limited in other programs in comparison to the basal, and thus their enjoyment and attitudes toward reading are often weaker.

These findings are consistent with some of the findings of the Rhode Island study which showed:[9]

1. The traditional basal reader approach produced significantly higher achievement than an intensive phonics approach.
2. A supplementary phonics program used with basal reader approach was related to high achievement.

The available pool of knowledge provides no justification for intensive decoding or code emphasis approaches to reading. Underlying these approaches are several basic assumptions. First, it is assumed that children will learn to read more quickly and easily if the initial stages of reading are simplified by changing the code, controlling the phonic or linguistic elements presented, giving rules, restricting vocabulary to words that contain certain phonic elements or certain linguistic patterns, etc. These assumptions are based on the thesis that it is desirable to get young children through the formalities of decoding written language as quickly as possible. This is a value judgment for which there is no empirical evidence.

There is some evidence that if initial instruction is too simplified and limited, the child will not be prepared for the variety of skills required at the next stage. There is also a weight of evidence indicating that many six-year-olds who are within the normal range do not have the refinement of perceptions at age six to profit from intensive phonics. Many of these children lack, also, the vocabulary and concept development that would make reading a meaningful activity.

Another question searched in the literature is: What type of program and what methodology are recommended for the learning disabled student who qualifies for supplementary assistance from Title I? While this question is far from being answered with finality, at the present time the trend in the findings points toward providing reading instruction that capitalizes on the

student's strengths, building skills and concepts by reaching the weak areas through the strengths. Many authors point out that providing successful experiences also builds confidence and self-concept -- so important in the learning sequence.

Attempts have been made to determine whether reading achievement could be stimulated by identifying and correcting weaknesses in underlying psychological and/or psycholinguistic processes prior to the onset of reading instruction. Tests such as the Illinois Test of Psycholinguistic Abilities (ITPA) and Frostig's Developmental Test of Visual Perception are often used to assess these processes. Newcomer and Hammill[10] reviewed over 39 studies in which the ITPA was used as the diagnostic instrument and on the basis of which training programs for the various psycholinguistic abilities were developed. Over 280 comparisons were made between experimental and control students. They concluded: "The collective results of the studies reviewed suggest that the idea that psycholinguistic constructs, as measured by the ITPA, can be trained by existing techniques remains nonvalidated." They also found that the ability to perform well on the subtests is not related to levels of reading ability.

Organization. The organization most frequently recommended for reading programs is one that adheres to the concept of continuous progress. The elements of a continuous progress program are: 1) a sequence of skills, 2) criterion referenced tests to check on mastery of those skills, 3) a record keeping system for tracking students through the skills and 4) materials to support the instructional function. These four components encompass all aspects of program.

The mastery learning concept introduced by Carroll has been well researched by Bloom, Block and others, as reported in the previous document on the literature search, and found to be unusually successful with a wide range of students in groups of varying size for subject matter that can be sequentially

arranged. Skills learning lends itself particularly well to management in this way.

The literature contains innumerable references to the importance of meeting students at a level where they can achieve immediate success, and moving slowly enough to assure continued success. Since the amount of practice time needed for a high level of learning varies from student to student, adjustments in the time spent on each objective for each student would seem to be needed. The literature speaks to at least two ways of doing this: 1) keep the length of the daily instructional period constant for all children and vary the amount of material covered with students according to their learning rates, or 2) form groups of students at approximately the same level of achievement, present a unit, pretest to see if corrective instructional procedures are needed, provide intensive individualized instruction for non-mastery students, posttest and reconvene the total group for the next unit of instruction. Both methods of varying time on instructional tasks are currently in use. The first of these alternatives provides the basic structure for programs that are called "completely individualized" and leads to a wide range of achievement levels; the second is more similar, in the initial structuring of the group, at least, to basal reading groups. The frequently missing element in both of the presently used adaptations of these approaches is the needed emphasis on mastery of certain skills considered basic to progress. According to the literature, the time factor that is so important is the time spent on instruction and practice activities related to a specific list of objectives approached in an organized and systematic way. It is not "elapsed time" but time directed toward specific learning that seems to be the significant factor.

A recent NIE report (September 30, 1977) on The Effects of Services on Student Development provides some support for the importance of "time" as

a factor. One part of the study analyzed data on five classroom processes; namely, opportunity, individualization, instructional events, motivational processes and teacher background. Only the first two analyses produced clearly interpretable results and "opportunity" was the most consistently related to gains in achievement. Of interest here is that "opportunity" in this study was defined as the amount of time available to learn the subject matter plus the curriculum overlap between test items and curriculum materials. These seem to combine to "time on task as it will be evaluated." This finding is consistent with mastery learning research.

Another aspect of "organization" is the way the staff-student relationship is organized. Some compensatory programs are run in the classroom, others are scheduled on a pullout basis. The above mentioned NIE study addressed this question also. Mainstream and pullout programs were studied at first and third grade levels in both reading and mathematics. Results differed by grade level. First-grade students in mainstreamed settings made significantly larger gains in reading and mathematics than students in pullout settings. However, at third-grade level students in pullout programs made larger gains in mathematics while achievement in reading in the two settings was about equal. In relation to this study, a survey showed that 64 percent of first-grade reading programs are conducted on a pullout basis. Cost analyses showed that pullout programs are more expensive, it should be noted.

Findings bring into question the practice of providing conpensatory education outside the classroom at first grade level and leave this question at third-grade level open to further study. More consideration needs to be given to the advantages and lower cost of classroom-centered supplementary instruction.

In the Rhode Island Title I Reading Teacher Survey, reported in Appendix B, many recommendations were made in the area of Program. Suggestions made by more than 10 teachers follow:

Recommendation	No. of Responses
1. Coordination with regular curriculum	36
2. Expansion and sharing of materials	22
3. Expansion of program to more students	19
4. Vary amount of service to students based on need	15
5. Reduce paperwork	14

In the national survey, reported in Appendix C, 37 state Title I directors offered these suggestions:

Recommendation	No. of Responses
1. Use diagnostic teaching/mastery learning techniques	36
2. Integrate Title I and classroom programs through regular communication	24
3. State goals and objectives for comprehension, study skills, interest and attitudes as well as word recognition skills	14
4. Provide multisensory materials at appropriate instructional levels	6

Dr. Oehlkers' survey showed that Regional Workshop participants gave strong support to all but one of the "key" recommendations involving Program and felt they would have an impact on Title I reading programs. The one recommendation with the least support (20 percent) was a statement to the effect that Title I "children should be instructed in the classroom in the content areas -- they should not be pulled out. On the other hand, the one with the highest level of agreement (98 percent) and greatest anticipated impact (87 percent) was: "Title I teachers should be involved in the selection of materials." Other key recommendations judged to create an impact were: teachers should be more involved in program planning; a proportion of the Title I teacher's time should be used as resource time to the classroom teacher, paperwork should be kept in check and a primary grade emphasis should be adopted to prevent failure in later years.

Management. Management is a factor that shows through in the findings in all areas. In interpreting a finding that is expressed, "It is the teacher that makes the difference," one can assume that a substantial part of good teaching is good classroom management. Again, where the presence of a "director of reading" was a factor that distinguished between good and poor programs, one can assume that management of the program is a large part of what a director provides.

In the mastery learning studies, all used criterion referenced tests and some sort of record keeping as management tools. The emphasis on the importance of the commitment of administration to the goals and objectives of a program may also be an indicator that the management of projects must be in line with school-community goals.

Continuing support is found in the literature for the importance of good management. In a recent ERIC Document report produced under an IRA contract with NIE, referred to earlier, on The Focus and Nature of Reading Problems in the Elementary School, Samuels and Edwall cite a New York State Office of Education report pointing to administrative behavior as a significant factor in school effectiveness. In the successful school used as a case study, there was strong leadership. Also, there was better use of time and teachers were expected to know about and use compensatory programs and their activities. There were positive expectations for success and extensive pupil evaluation. In the succcessful school, the reading task is broken into subskills, or units. Skills programs are carefully sequenced; students move at their own pace and achieve mastery before they go on. These characteristics are related to management at both the school and classroom levels. It seems that administrative concern with reading and a carefully constructed program are two crucial variables.

In the Rhode Island Title I Reading Teacher Survey, many teachers responded as to the need for criterion referenced tests, attention to skills, etc., expressing a need for management.

Evaluation

Title I evaluation has been a challenge to educators to all levels of involvement since the program was first funded. The standards recommended here represent the efforts of the committees who worked on them to capitalize on what has been learned through experience.

Standards for Section IV: Evaluation

Standard 30: The evaluation design meets the criteria outlined in the proposed ESEA Title I Evaluation and Reporting System.

Standard 31: The evaluation design provides data for making decisions about instruction and program improvement on a regular basis.

Standard 32: The evaluation design uses appropriate instruments to provide data without overtesting.

Standard 33: A variety of data-gathering techniques are considered such as criterion referenced testing, inventories and observation as well as norm referenced testing.

Standard 34: The evaluation design allows the study of the long-term effects of the program.

Standard 35: Evaluation reports are disseminated to all concerned persons including administrators, teachers, Title I personnel and parents.

Overview of the Literature

Many attempts have been made to evaluate Title I. This is an effort so complex that it remains an area of concern. Educators close to Title I sense the vast improvements that have come about, not only in the achievement of students served but also in the systems that have had the opportunity to try out new approaches and adjust to the needs of students who have failed in previous programs. There has been a tremendous spillover into the regular program creating changes that could never have been brought about without this challenge to change.

In the early years, the types of evaluations conducted tended to show little or no progress. It has been hypothesized that traditional evaluations are inappropriate for measuring the progress of groups so far below the norms on standardized tests. Efforts have been made over the years to find more appropriate ways to measure such groups.

Gordon[11] challenges the commonly-used models taken from experimental psychology (the laboratory model) and industrial engineering (the input-output model). A point he makes is that designs stemming from these models assume that the researcher, or evaluator, knows what the product should look like when the project is successful, when it is not at all clear what students can become under ideal conditions. A second question he raises relates to the standardized test and the assumption that it measures an important outcome. In addition, the identification of a measure as a "posttest" seems to imply that the outcome is lasting and of functional utility. Side effects and long-range effects are seldom considered.

Mesnick[12] suggests the medical model may be more appropriate, whereby "the prescription of the physician relates not only to the symptoms but also to everything he knows about the person with the illness," in contrast to the narrowly designed laboratory model. Process evaluation with frequent observations of what is going on is also seen as a promising alternative. Attention to teaching strategies, classroom interactions and the relationship between classroom events and outcome measures are described as needed for better understanding of teaching and learning.

Other authors also question procedures in Title I evaluations. McDill, McDill and Sprehe [13] point out many limitations in these studies. Lack of available control groups, biased samples, noncomparable data with respect to grade level, different and unequal tests and test intervals were

Hazard 1: Use of grade equivalent scores. G.E. scores provide an insensitive and in some instances a systematically distorted assessment of a project's impact. The three problems associated with their use are:

a. The concept is misleading. A score of 7.0 by a fifth grader does not mean he knows 6th and 7th grade math, for example. It's closer to say he does 5th grade math like an average 7th grader.

b. Grade equivalent scores are not on an equal-interval scale. A score of 2.0 is not half of 4.0, therefore you can't average them. An average G.E. score is not interpretable.

c. Normative data for test standardization are usually collected at one time and the curve is smoothed to connect points that represent actual data. This procedure implies that learning proceeds evenly and uniformly, but there is no evidence this is the case. Forgetting in the summer makes the fall scores low causing the fall to spring gain scores to be inflated enough to make a project look better than it is. Unless tests are given at the time of year when they were normed, the curve fitting procedure introduces enough error to invalidate the results.

Hazard 2: Use of gain scores. The use of gain scores is valid only when the originally inferior group outperforms the originally superior group. Otherwise, their use to correct for initial differences between groups is in question. Where two groups are different on the pretest and differences are real, they cannot be adequately adjusted. Where differences are due to sampling, raw score gains overcorrect for the difference and residual gain scores undercorrect. The best policy is never to use gain scores.

Hazard 3: The use of norm-group comparisons with inappropriate test dates. Tests must be given very close to the date on which they were normed if the project group is to be compared with the norm group. Otherwise, the score used for the norm group will be only a statistical projection. A projected score assumes that cognitive growth is even and linear. This is not the case and a distorted

impression is created. Also, the norms are too low at the beginning of the period and too high at the end when the norm tables cover three or four months. It is essential that testing be done within a few weeks of the norming dates.

Hazard 4: The use of inappropriate levels of tests. Test scores are valid only when students score somewhere near the middle of the test range. When most students get nearly all or hardly any of the items right, the score is invalid as it causes a ceiling or floor effect.

Tests should be selected on the basis of the achievement level of students not on the basis of their grade level. However, grade level norms should be used. The same level of the test should be used for pre- and posttesting.

Hazard 5: The lack of pre- and posttest scores for each treatment participant. While the impact of the project should be determined only on the basis of those students for whom there is pre- and posttest data, interpretation of the data should take into consideration the characteristics of those who dropped out.

Hazard 6: The use of non-comparable treatment and comparison groups. Groups whose performance is to be compared must be comparable on all relevant variables such as pretest scores, age, sex, race, socioeconomic status, etc. Even when pretest scores are the same, a procedure that pits volunteers against nonvolunteers results in very different treatment groups so that the comparison group provides an inaccurate estimate of what project participants would have learned without the project treatment. Assigning participants to groups on random basis is the only way to avoid error in evaluation.

Hazard 7: The selection of project participants based on pretest scores. Scores from a test used to screen for project participants cannot also be used as a pretest score. It is well known that students who score the lowest on one test will test higher on retest. The opposite will occur with students who score the highest. This phenomenon, referred to as statistical regression,

is a tendency for retest scores to move toward the mean. Rather than to incur this hazard, it is safer not to use pretest scores to select project participants, but separate tests.

Hazard 8: The assembling of a matched comparison group after the project participants are selected. Selecting students for a project and then trying to find a comparable nontreatment group leads to error. To work as comparison groups, both groups have to be equally representative of the population from which they are drawn or regression may act differently on them.

Hazard 9: The careless administration or scoring of tests. Norm referenced evaluation models require that tests be administered with strict attention to detail. Personnel should be trained to decrease the possibility of error due to inconsistency and carelessness. The same care must be shown for pretest and posttest administration.

Hazard 10: The assumption that an achievement gain is due to the treatment when, in reality, it could be due to some other factor. When gains are observed, every possible explanantion should be examined before they are attributed to project impact. Other explanations exist which could provide likely causes: Hawthorne Effect, mobile population, new facilities, etc.

Hazard 11: The use of non-comparable pretest and posttest. There is no way to adequately compare pretest and posttest scores when different tests are given except through the use of the conversion tables in the Anchor Study. However, this procedure applies only to the eight most commonly used reading tests.

In comparison group evaluations the use of different pretest and posttests is acceptable if both meet certain standards. Using very different types of tests is greatly discouraged.

Hazard 12: The use of inappropriate formulas to estimate posttest scores. Posttest scores estimated on the basis of grade-equivalent scores, or intelligence scores are open to question. Referral to a national norm, using actual posttest scores of comparison groups or using a regression equation to estimate posttest scores yield appropriate scores for evaluating treatment effects.

New models of evaluation are currently being tried in an effort to show more accurately the progress being made by students participating in Title I programs. It should be possible to document statistically the achievement gains of these groups.

CHAPTER 4: IMPLICATIONS OF THIS STUDY

It was the intent of this study that persons at all levels who are directly or indirectly involved in the operation of Title I projects assist in the development of standards that can be used to assess the quality of Title I reading programs. Present regulations require compliance on factors that are mainly concerned with process. Educators at all levels have expressed a desire to share ideas on "what works" from a program point of view. Many of the participants in this study pointed out that compliance with the process is no assurance that the program is effective. They felt it was important to work together to develop criteria for what they see as major elements of an effective program. The resulting set of standards is made up of 35 statements of critical features of a good reading program. They do not cover all aspects of a program nor were they intended to. However, the group felt that attention to these factors would provide a program in which students would have a nurturing environment for achievement.

Suggestions for Using the Standards

At this time, the use of the standards is tentative. They need to be used in several pilot studies where their effectiveness in producing good programs is carefully measured before they can be looked to with confidence. When sufficient feedback has been received, the Planning Committee should reconvene and determine if and what changes should be made.

For the present, it is envisioned that the standards may be used in at least five ways:

1. As a guide in planning projects
2. As a guide for proposal review
3. As a guide for project monitoring and review
4. As a framework for developing inservice sessions for parents, teachers and administrators
5. As criteria for internal or external evaluation

Personnel at the local level may find the standards useful for other

purposes, also.

Questions Raised by Participants

During the final stages of development, several questions about the use of the standards were raised by participants in this study. The Title I Office encouraged discussion of these questions. They are:

Q. Would the standards be applied immediately?

A. Any use of the standards awaits the action of the Board of Regents. It is suggested that those standards that meet the approval of the Board be used on a trial basis for a period of time so that their effect can be studied and local reaction considered.

Q. Would application of the standards be vigorous and inflexible?

A. The standards will never be used to seek uniformity in practice. That is not desirable for systems any more than it is for individual students. The standards themselves assure the opposite condition; individualization and flexibility are promoted. The standards point to areas of concern that are to be addressed moreso than they do to how those areas should be addressed.

Q. Would interpretation of a standard be narrow and restricted?

A. The standards are relatively broad statements that allow a great deal of flexibility for local option in the way they are met. Since the 35 standards address the central issues culled from the 500 statements prepared by the various groups attending the three Regional Conferences, and since they survived the screening of the committees that worked on them in later phases of the project, it is believed that these are the standards that local personnel, themselves, have found through experience to be necessary to conduct a successful program.

Q. Does the adoption of a standard signify disapproval of the present status relative to the standard?

A. No, that is certainly not the case. Participants themselves identified these areas of concern. At the Regional Workshops, participants were asked to "tell us what you are currently doing that you think is good and add recommendations that you think are important in making Title I more effective, based on your experience as an administrator, a teacher or a parent." In effect, any given Title I program may already meet all or most of these standards. Therefore, these standards do not reflect approval or disapproval of present practice. They do represent the best thinking at this time of what elements should be brought together to achieve excellence in Title I reading programs.

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Appendix A
Standards for Title I Reading Programs
(a listing without commentary)

RHODE ISLAND DEPARTMENT OF EDUCATION
Compensatory Education Unit

STANDARDS FOR TITLE I READING PROGRAMS

Section I: Involvement and Communication

Standard 1: Parents, teachers, administrators and students are represented in the group that plans, implements and evaluates the program.

Standard 2: A system of communication provides project information at least four times a year to teachers, parents and other community members.

Standard 3: Conferences between parents and Title I teachers are scheduled at least twice a year.

Standard 4: Meetings planned for all parents include specific activities designed to encourage the participation of Title I parents.

Standard 5: Special provisions are made for home-school communication where the parents are culturally or linguistically different.

Standard 6: Provisions are made to develop the leadership skills of Parent Advisory Council (PAC) members.

Standard 7: A parent education program prepares parents to assist teachers in strengthening their children's reading skills and interests and in developing positive attitudes toward reading.

Standard 8: Parents and teachers, working together, develop a handbook describing how parents can improve children's prereading and reading skills. Where such a handbook exists, it is annually reviewed and refined.

Section II: Staffing and Participation

Standard 9: Staff is selected on the basis of: 1) demonstrated ability to work effectively with disadvantaged students and 2) background in the teaching of reading.

Standard 10: There is a clear statement of the role, function and responsibilities of each member of the staff.

Standard 11: There is a statement indicating how teachers, paraprofessionals and volunteers are systematically deployed so that their various skills are most effectively utilized in the service of identified student needs.

Standard 12: There is a plan for the on-going inservice education of teachers, administrators, paraprofessionals and volunteers.

Standard 13: When volunteers are enlisted, the personnel responsible for their supervision are clearly designated.

Standard 14: The rationale for student-teacher ratio, overall student load, and frequency and duration of student contact is based on all of the following criteria:

a. goals and expectations of the program
b. characteristics of the students
c. students' special problems such as limited language facility, excessive absenteeism, discipline problems, etc.
d. availability of trained auxilliary personnel
e. availability of appropriate facilities, materials and equipment
f. support of the parents.

Standard 15: Students are selected to participate on a "most in need" basis. Where standardized test scores are used either as the sole basis or as a partial basis for decisions regarding student selection, the cut-off is designated in terms of percentile rank.

Standard 16: The planning of student participation is carried out so that a balance is found between meeting a wide variety of instructional needs and excessive fragmentation of a student's day. This is accomplished by limiting participation to no more than two special programs of a non-conflicting nature at any given time, except in carefully considered circumstances of an exceptional nature.

Section III: Program

Standard 17: The compensatory reading program has the stated aim of achieving comprehension/utilization of what is read. Word identification skills are taught as a means to that end and practiced in contextual situations.

Standard 18: The compensatory reading program is described in the proposal in terms of objectives with suggested activities in the goal areas of comprehension, word recognition, study skills and interest in and attitudes toward reading.

Standard 19: The compensatory reading program is developmentally conceived and vertically organized beginning with early childhood skills and competencies including listening, oral language and thinking.

Standard 20: The compensatory reading program is based on the same sequence of essential skills as the school program. The skills sequence is in writing and available to staff, students and parents.

Standard 21: Student placement procedures are described in the proposal and based upon an adequate but quick initial diagnosis of instructional level and essential skills related to that level.

Standard 22: Instruction utilizes diagnostic-prescriptive procedures so that what is taught to the student (the objectives selected for instruction), how it is taught (the methodology or approach) and the materials used are all justified in terms of on-going observations of the student's individual needs and background.

Standard 23: A record-keeping system shows the skills each student has mastered in the skills sequence. This record is shared by classroom and Title I teachers and used in cooperative planning.

Standard 24: Compensatory instruction supplements classroom instruction and is coordinated with it through bi-weekly communications between the Title I and classroom teachers.

Standard 25: The proposal gives the rationale for program organization (in-class, pull-out, after school, summer school, etc.)

Standard 26: The compensatory program is conducted in facilities that meet the physical standards for other classroom space in the building.

Standard 27: Supplementary services to "special populations" such as learning disabled, foreign speaking, etc., are provided only to eligible Title I students and do not supplant required local special services.

Standard 28: When Title I services are provided to a learning disabled student, the main emphasis in the program for that student will be on learning to read. The underlying deficits in psychological processing (such as in visual perception) will be remediated through the methods and materials used for reading instruction rather than through an isolated program directed toward the deficit.

Standard 29: Ancillary services such as health and counseling services are provided where these areas of need are related to poor reading achievement.

Section IV: Evaluation

Standard 30: The evaluation design meets the criteria outlined in the proposed ESEA Title I Evaluation and Reporting System.

Standard 31: The evaluation design provides data for making decisions about instruction and program improvement on a regular basis.

Standard 32: The evaluation design uses appropriate instruments to provide data without overtesting.

Standard 33: A variety of data-gathering techniques are considered such as criterion referenced testing, inventories and observation as well as norm referenced testing.

Standard 34: The evaluation design allows the study of the long-term effects of the program.

Standard 35: Evaluation reports are disseminated to all concerned persons including administrators, teachers, Title I personnel and parents.

Appendix B
Suggestions for Improving Title I Reading Programs:
Rhode Island Title I Reading Teacher Survey

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Introduction

The annual evaluation effort of the Rhode Island State Department of Education, Title I Office, for 1975-1976 included a survey of 216 reading specialists funded by Title I, ESEA, and/or Section 4 (State Compensatory Act). Question No. 34, requested from the reading teachers recommendations which they felt would improve the compensatory reading programs. One hundred seventy-one teachers representing 79 percent of the total surveyed, responded to Question No. 34. Approximately 394 separate statements were made by the respondents. The purpose of this paper is to present a brief analysis of the results of that survey.

The Instrument

Question No. 34 was stated as follows: "If you had three recommendations to make, to be implemented for the Title I reading programs on a statewide level, what would they be?"

Treatment of Responses

Since the questionnaire was open ended, it was necessary to group the recommendations. The teachers' response sheets were numbered 1 through 171. Some teachers responded with less than three separate recommendations while many others included long statements with multiple topics embodied in a single recommendation.

A simple tally was kept for each topic represented in each recommendation and groupings were established according to the frequency and similarity of the topics addressed in the response. Thus, as each recommendation was reviewed, its teacher number was recorded in the general grouping for that topic. For example, only two teachers were in favor of establishing more summer programs therefore that grouping would appear as "Establish summer reading programs--43,136."

In the cases where multiple topics appeared within a recommendation, the teacher number was recorded under each separate grouping as appropriate. For example,

Teacher No. 125 responded: "I would drop the currently used test. Each pupil's progress should be measured by performance objectives." Therefore, No. 125 appears both under "Use other than currently used test" and also under "Expand use of diagnostic and criterion referenced tests".

Additionally, individual teachers listed substantially the same topics as separate recommendations. For example, Teacher No. 7 stated, "Workshops for exchange of materials, ideas, and techniques found useful in local programs" and "Course offered for graduate credit designed to improve understanding of typical Title I children and their family backgrounds". Therefore, No. 7 appears as "7" under the topic "Inservice", signifying substantially the same responses.

Lastly, 18 recommendations were not included in the total grouped topics because they were single responses which could not readily be grouped with others. These statements appear as Appendix 1 designated as "OTHER". Responses were then reviewed and grouped in accordance with the four categories established by the regional workshops phase of the Reading Standards Study. The four categories were: EVALUATION, PROGRAM, INVOLVEMENT AND COMMUNICATION, and STAFFING AND PARTICIPATION.

Results of Tally

The following figures 1-4 present the numbered responses by topic and subtopic within each program area.

Figure 1

Responses Directed Toward EVALUATION

Use other than currently used standardized norm referenced test to show achievement gain in program. 6, 9, 35, 37, 39, 46, 51, 52, 61, 62, 64, 74, 106, 110, 120, 121, 122, 125, 136, 150, 154, 164, 148, 169.

Total responses 24 Total teachers 24

Discontinue use of standardized norm referenced tests at grade levels for disadvantaged readers. 39, 44, 60, 65, 69, 100, 101, 102, 103, 106, 107, 126, 138, 154, 158.

Total responses 15 Total teachers 15

Expand use of diagnostic and criterion referenced tests. 63, 73, 83, 92, 100, 101, 125, 139, 151, 155, 168, 170, 171.

Total responses 13 Total teachers 13

Less testing and record keeping. 36, 111, 113, 116, 130, 137.

Total responses 6 Total teachers 6

Use other than currently used standardized achievement test for selection of participants. 26, 43, 53, 91, 98.

Total responses 5 Total teachers 5

Half month gain per month of instruction unrealistic for some pupils. Objectives should reflect individual differences. 151

Total response 1 Total teacher 1

GRAND TOTAL RESPONSES EVALUATION 64 GRAND TOTAL # TEACHERS EVALUATION 64

Figure 2

Responses Directed Toward PROGRAM

Coordination with Regular Curriculum--Provide for frequent opportunities for coordination and integration with regular curriculum for individualized programming. 2, 4, 9, 16, 18, 21, 25, 42, 67, 71, 73, 74, 75, 78, 82, 87, 88, 89, 93, 97, 98, 104, 107, 108, 123, 124, 129, 133, 141, 142, 146, 149, 152, 153.

Total responses 36 Total teachers 34

Materials--More materials available and opportunity to share with classroom teachers--expand variety of instructional level materials. 2, 7, 8, 10, 12, 19, 22, 30, 32, 36, 43, 47, 49, 79, 87, 90, 132, 137, 145, 159, 161, 165.

Total responses 22 Total teachers 22

Expansion of Program to More Students. 13, 20, 22, 27, 31, 33, 34, 44, 45, 49, 77, 86, 94, 149, 151, 154, 168.

Total responses 19 Total teachers 17

Student Selection--Give greater consideration to student potential as selection criteria. 15, 41, 60, 66, 67, 78, 91, 103, 104, 109, 123, 133, 143, 146, 156, 159.

Total responses 17 Total teachers 16

Frequency of Service--Program scheduling should vary service to students in accordance with the extent of individual needs. 24, 65, 66, 78, 79, 82, 84, 85, 109, 124, 145, 146, 147, 168.

Total responses 15 Total teachers 14

Student Selection--Increase the use of classroom teacher judgment in student selection process. 1, 4, 14, 17, 18, 24, 25, 26, 31, 44, 53, 140, 142, 143.

Total responses 15 Total teachers 14

Reduce Paperwork. 5, 54, 58, 59, 76, 77, 80, 125, 131, 135, 140, 155, 169.

Total responses 14 Total teachers 13

Pupil Teacher Ratio--Reduce pupil teacher instructional ratio. 15, 30, 31, 73, 74, 77, 147, 156, 157.

Total responses 9 Total teachers 9

Frequency of Compensatory Sessions--Increase frequency of instructional service per day or week. 2, 15, 24, 25, 27, 34, 108.

Total responses 7 Total teachers 7

Reading in the Content Areas--Further cooperation of content area teachers for modifying secondary program. 38, 88, 89, 152, 153.

Total responses 5 Total teachers 5

Statewide Reading Curriculum--Institute Statewide Reading curriculum K-12. 62, 69, 130, 169.

Total responses 4 Total teachers 4

Concentration in Early Grades. 53, 72, 83.

Total responses 3 Total teachers 3

Summer Programs--Establish summer programs. 43, 136.

Total responses 2 Total teachers 2

Additional Resource and Planning Time. 3, 23.

Total responses 2 Total teachers 2

GRAND TOTAL RESPONSES PROGRAM 170 GRAND TOTAL # TEACHERS PROGRAM 162

Figure 3

Responses Directed Toward STAFFING AND PARTICIPATION

Availability of Instructional and Clerical Aides--Continue and expand the availability of instructional and clerical aides. 6, 10, 11, 12, 14, 15, 16, 19, 22, 30, 38, 41, 48, 56, 68, 70, 76, 80, 88, 93, 96, 108, 109, 110, 112, 113, 119, 132, 133, 137, 139, 143, 149.

Total responses 33 Total teachers 33

Inservice--Expand inservice opportunities for Title I and regular classroom staff. 3, 6, 7, 10, 11, 13, 19, 23, 40, 42, 48, 55, 57, 59, 68, 72, 75, 83, 92, 95, 97, 98, 127, 128, 142, 144, 152, 153, 159, 170.

Total responses 33 Total teachers 30

Inservice--Specific inservice topics: A. Interproject visitation within state. 42, 57, 59, 66, 79, 105, 110, 115, 120, 122, 124, 217, 128, 134, 138, 139, 141, 157, 160, 161, 165, 166, 167.

Total responses 27 Total teachers 23

Inservice--Specific inservice topics: B. Audiovisual materials. 36. C. Reading in content areas. 129. D. Diagnosis of learning disabilities. 62, 112, 118, 147.

Total responses (B-D) Inservice 6 Total teachers (B-D) Inservice 6

Subtotal responses Inservice 66 Subtotal teachers Inservice 59

Additional Supportive Services--Additional supportive services needed for certain students, eg. counseling, additional diagnosis. 8, 50, 56, 101, 103, 130, 131, 163.

Total responses 9 Total teachers 8

GRAND TOTAL RESPONSES STAFFING AND PARTICIPATION 108 GRAND TOTAL # TEACHERS STAFFING AND PARTICIPATION 100

Figure 4

Responses Directed Toward INVOLVEMENT AND COMMUNICATION

Parent Involvement--Increase parental involvement through workshops, training, and visitations to schools. 9, 50, 55, 75, 81, 93, 107, 118, 123.

Total responses 9 Total teachers 9

Dissemination--Increase dissemination activities. 39, 63, 71, 76, 100, 128, 158, 162, 165.

Total responses 10 Total teachers 9

Supervision--Provide more SEA and outside consultants visitation to program. 71, 90, 95, 99, 122.

Total responses 5 Total teachers 5

Teacher Input Into Program Planning. 3, 71, 117, 120, 144.

Total responses 5 Total teachers 5

Advisory Council Sessions--Increase number of advisory council meetings. 111, 113, 114, 116, 138.

Total responses 5 Total teachers 5

GRAND TOTAL RESPONSES
INVOLVEMENT AND COMMUNICATION 34

GRAND TOTAL # TEACHERS
INVOLVEMENT AND COMMUNICATIONS 33

Figure 5

THE TOTAL RESPONSE AND # TEACHERS RESPONDING IN FOUR CATEGORIES ARE:

GROUPED DATA	Responces	Teachers
PROGRAM Concerns	170	162
STAFFING AND PARTICIPATION Concerns	108	100
EVALUATION Concerns	64	58
INVOLVEMENT AND COMMUNICATION Concerns	34	33
NON-GROUPED DATA		
Other Concerns (appendix 1)	18	17
Grant Total All Responses	394	

Rank Ordering of Topics

A rank ordering by the frequency of the responses to topical categories can be interpreted as issues of priority to the teachers in improving compensatory reading programs.

TABLE I
RANK ORDERING OF TOPICS AND FREQUENCIES

Topic	Frequency of Teachers Responding	$\frac{X}{171} \times 100 = \%$
1. Expand Inservice Opportunities	59	34.5%
2. Provide frequent Opportunity for Coordination and Integration of Title I Program with Regular Curriculum	34	19.8%
3. Continue and Increase the Availability of Instructional and Clerical Aides	33	19.3%
4. Discontinue use of Currently Used Standardized Test to Measure Achievement Gain	24	14.0%
5. Expand the Variety of Materials Available to Title I and Regular Classroom Teachers	22	12.9%
6. Expansion of Services to More Students	17	9.9%
7. Use of Student Potential as a Factor for Selection of Participants	16	9.3%
8. Administer Standardized Tests at Instructional Level Not Grade Level	15	8.8%
9. Differentiate Frequency of Service per Child	14	8.2%
10. Use Classroom Teacher Judgment as Factor for Selection	14	8.2%
11. Reduce Paperwork	13	7.6%

Table I (Continued)

Topic	Frequency of Teachers Responding	$\frac{X}{171}$ X 100=%
12. Expand the Use of Diagnostic and Criterion Referenced Tests	13	7.6%
13. Increase Dissemination Activities	9	5.3%
14. Increase Parent Involvement	9	5.3%
15. Reduce Pupil Teacher Ratio	9	5.3%
16. Provide Additional Supportive Services	8	4.7%
17. Increase Frequency of Compensatory Sessions	7	4.1%
18. Reduce Testing and Record Keeping	6	3.5%
19. Discontinue Use of Currently Used Standardized Test for Selection of Participants	5	2.9%
20. Increase Supervision Outside Consultants to Visit Program More Often	5	2.9%
21. Increase Teacher Input into Planning of Program	5	2.9%
22. Reduce Number of Advisory Council Sessions	5	2.9%
23. Focus on Reading in Content Area	5	2.9%
24. Establish a Statewide Reading Curriculum	5	2.9%
25. Concentrate Programs in Early Grades	3	1.8%
26. Establish Summer Programs	2	1.2%
27. Provide Additional Resource and Planning Time	2	1.2%
28. Set Realistic Success Levels for Performance Objectives	1	.5

Priority Recommendations and Interrelated Topics From Table I Rankings

Interrelationships exist among the high priority recommendations, and a further clustering of topics is possible for discussion purposes.

1. Inservice - 1,
2. Integration and coordination with regular curriculum and need for appropriate instructional level materials - 2, 5, 6, 27
3. Aides - 3
4. Group comparisons of grade level achievement and tests - 4, 8, 12, 18, 19, 28
5. Selection on basis of potential - 7, 10
6. Differentiated performance levels - 9, 17
7. Dissemination and parental involvement - 13, 14

Discussion of Findings

RECOMMENDATION # 1

The continuation and expansion of inservice opportunities for both Title I and regular classroom teachers is the single activity which is more generally agreed upon by the reading specialists surveyed as a recommendation to be implemented for Title I reading programs. An analysis of the separate statements would show that the teachers recommend such activities as sharing successful practices among Title I staff, through interproject visitations; joint training of Title I and regular staff; sharing successful practices among all teachers; further training of aides; further graduate training; the opportunity to share and develop new ideas for updating instructional methods; providing workshops on making materials; observing other programs in action; and general inservice training of the regular classroom teachers in the techniques of improving reading instruction. These types of activities would in the long run have the greatest impact and be most beneficial both to the compensatory and the total school program.

RECOMMENDATIONS # 2, 5, 6, 27

The Title I reading teachers have fully recognized the need for an integrated and frequently coordinated individualized program of reading instruction for each child. In many cases, and particularly true in the secondary grades, the specialized reading program provided by the Title I funds may be the only opportunity during the school day for the participating student to use instructional level materials which he or she can find success with. Thus, the call for further expenditures of funds for purchasing needed instructional level materials. The need for adequate expenditures both by Title I and more importantly for regular school department funds will become increasingly intense as the increased use of diagnostic and criterion referenced assessment practices are more widely used for reading instruction whereby teachers can more precisely define each childs needs and seek the necessary materials to carry out individual programming. Coupled hereto, shown by recommendation #6, is the realization that in order to improve reading generally, is the need to expand the Title I reading services to more students. Since in Rhode Island the programs are specifically designed to be intensely diagnostic and prescriptive, the message seems crystal clear: That is, to expand the presently provided services to more students in order that more students benefit from this individualized approach. That is not to say service more students with the same staff, but redesign the regular curriculum in order that the individual differences in all students is reflected in the instructional and organizational patterns of schools. The beginning step then (recommendation # 27) would be that those teachers already providing such a program be more frequently used as resource teachers to the regular classroom teachers in individualizing the regular curriculum for these students.

RECOMMENDATION # 3

The need for additional personnel was listed as a priority concern in providing truly individualized programs. The responses reveal widespread endorsement of the use of trained aides in assisting the teachers in the programs. Increasingly as more and more schools adopt a systems approach to the teaching of reading, the need for aides for both types of tasks, reinforcing instruction and clerical, will increase and is recognized by the teachers in the prioirty ranking of this recommendation.

RECOMMENDATION # 4, 8, 12, 18, 19, 28

The survey shows that Title I reading teachers are extremely concerned with the continued use of a standardized reading achievement test at grade level with a population of extremely low scoring students. Used as a pre-test for the program, its use destroys confidences and frustrates the learner. As a post-test, its use destroys any positive attitudes fostered throughout the program. Used as a measure of growth, it is the concensus of the teachers that sustained testing at the students' frustration levels invalidates the results of the test. While federal regulations require annually a comparison to an objective standard or norm, the teachers seem adamant that the norm be something other than a grade equivalent comparison of group scores.

Author's Note: What is needed then is a new perspective of what shall constitute growth, for students who have severe problems in reading a test used purportedly to measure their growth in reading. Where group administered norm referenced tests do have a place in discriminating scores on a group level, what is needed for evaluation purposes in compensatory programs, is an adequate testing procedure for measuring individual student growth gained over time on specifically defined test items, which contents have been presented and learned in a mastery learning format. Since not all standardized tests adequately measure exactly the same concepts and skills which have been taught, then, the growth

of the program should not be measured on anything except what has been taught on an item specific basis. Moreover, what is more sorely needed is a universal appreciation of what constitutes adequate growth in reading on an individual rather than a group basis.

RECOMMENDATIONS # 10, 7

Use of measures of potential have not been allowed as factors in selection of students for programs. As testing procedures has become more and more objective, the students who are finally selected are seen by many teachers as operating close to their level of capacity to achieve in reading. With the ever present press for stringent evaluation requirements, the Title I teachers are on the one hand exhorted to show great strides with all students selected, yet are faced with students with the most severe learning problems in need of attention. As a possible accommodation it certainly is possible to set varying levels of performance for sub populations within projects for those students who need an even more varied program offering.

RECOMMENDATIONS # 9, 17

Following the need for recognition of individual capacity levels even within the program, many teachers also expressed the need to tailor the frequency of sessions even further than the general project description indicates for most students. Two points were obvious in the statements. The first, that in some cases the teachers sought to increase the daily or weekly sessions to see all students selected more often, and secondly, they wished to be able to differentiate within the selected population by seeing certain students more frequently or for longer sessions than others. The points are that programs should reflect this flexibility of scheduling for each student and schools should become more cognizant of the students' differing levels of functioning to the extent that instructional scheduling should reflect individual learning rates of children to a far greater extent than presently practiced.

RECOMMENDATIONS # 13, 14

Dissemination of successful practices, information concerning project activities, techniques for parents to use in reinforcing programs, visitations to schools, workshops and training sessions were some of the activities included in the recommendations directed toward dissemination and parent involvement.

Summary and Conclusions

The major recommendations of the 171 reading specialists surveyed can be summarized as follows: That in order to improve compensatory reading programs on a statewide basis,

1. Considerable inservice for project staff and regular classroom teachers should be included in compensatory reading programs.
2. Compensatory reading programs must be coordinated and integrated more fully with the regular curriculum, appropriate materials for meeting individualized learner needs must be available and diagnostic-prescriptive practices should be extended to more students through expanded programs.
3. Both compensatory and regular school staffing should include sufficient numbers of trained aides to perform reinforcing and clerical activities.
4. The basis for the annual evaluation should be examined immediately to seek an evaluation process which will be more sensitive to the testing needs of the students and be more reflective of actual gains made by individual students during the compensatory reading programs.
5. Students should be selected who show more potential to benefit from a compensatory program.
6. Schedules of programs and schools should allow for different students to receive more or less service depending on need.
7. Dissemination activities programs should focus on successful practices among teachers through workshops and increased parental involvement through visitations and active participation in project activities.

Implications

While an open-ended survey of this nature is limited in the scope of analysis which can be applied to the data, the study does provide a simple feedback mechanism for other states to pursue in arriving at concensus among its own teachers as to directions which programs should take.

What seems particularly cogent in the recommendations in this survey, are the implications to the regular school program. Perhaps in the final analysis, compensatory reading programs can no longer be expected to substantially raise the reading achievement levels of students who are left unaccommodated by the regular pacing of instructional experience within school; unless, the regular curriculum can be adjusted to better allow for the individual learning rates and need for mastery of basic reading skills for such children. It is safe to say that the longer the schools fail to accommodate each learner, by not allowing for maximum individual programming, at least in reading, the longer will remain the need for compensatory reading programs.

APPENDIX 1

Responses Designated "Other"

1, 5, 5, 6, 23, 28, 29, 32, 38, 54, 58, 95, 99, 118, 122, 131, 136, 156

TOTAL 18

Postpone instructing children at readiness level until child is ready to begin reading at pre-primer level or learning initial consonant sounds	1
Statewide uniform in forms	5
More flexibility in program	5
Consistency in reports	6
Provide substitute reading teachers when Title I teacher is absent	23
Provision for entering first grades to be tested on a performance rather than concept riden test	28
Students to be selected on basis of reading score above, rather than on composite of reading and language arts	29
Teaching students should not be interrupted for administrative purposes	32
Systemize approval from K-12	38
Require schools to provide adequate facilities, or withdraw funds	54
Have area Title I meeting at an area school instead of a large meeting	58
Review of selection criteria	95
A model program be devised by the state so that new programs or exsiting programs could measure their program in order to upgrade conditions	99
More emphasis on a total (global) child approach to disabilities	118
Educate and encourage administrators to take reading out of the dungeons and give it top priority	122
Less rigid requirements in teaching methods	131
Breakfast program	136
Use of better testing materials	156

Total Responses Other 18 Total teachers 17

Appendix C
Elements Related to Effectiveness in Title I Reading Programs: National Survey of Title I Directors

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Introduction

As part of a major effort to establish standards of program elements considered essential in Compensatory Reading Programs, the Rhode Island Department of Education, through the efforts of the Title I Office of the Bureau of Grants and Regulations, maintains an active philosophy of continual improvement in the quality of the programs approved for Title I, ESEA, funds. In the fall of 1975 it was decided to embark on a research project which would result in the identification of those elements or activities which are held by concensus and validated by research to be highly desirable and effective to be included in compensatory reading programs.

Part of the overall design of the research study was to include the candid opinions of the state Title I coordinators across the nation. Thirty-seven state coordinators, representing 74 percent of the total surveyed responded with 162 separate statements or recommendations. The purpose of this paper is to present a brief analysis of the results of that survey.

The Instrument

A letter was sent to all 50 state coordinators or directors of Title I in each state agency in August of 1976 describing in general the research project. (Appendix 1) The survey questionnaire was stated as follows: "Would you please list for us on the enclosed form the five recommendations which in your opinion or based on your experience, would lead to the improvement of Title I reading programs at the local level." The statement on the form read, "The following are the recommendations which I believe are most likely to lead to improved Title I reading programs."

Treatment of Responses

Since the questionnaire was open-ended and asked for free responses, in order to investigate the answers, it was necessary to establish topics among the responses. Such a topical breakdown follows in Table I with tallies of the number of responses in each topic and total numbers of responses represented within the topic. The numbers represent a serial numbering of responses from 1 to 162.

Table I is also arranged in descending rank order by frequency of number of responses by topic (Column 4). The topics have also been designated in accordance with the four categories of critical concern established by the regional workshops phase of the major research study. Each topic in Table I has therefore been designated "E"--EVALUATION, "P"--PROGRAM, "S and P"--STAFFING AND PARTICIPATION, and "I and C"--INVOLVEMENT AND COMMUNICATION. Seventeen responses represented singular topics and were difficult to interpret clearly for assignment to suggested topics therefore are included in an "other" category presented in Appendix 2.

TABLE I--RESULTS OF TALLY

INITIAL ASSIGNMENT OF RESPONSE ITEMS TO TOPICS, RANK ORDER BY NUMBER OF RESPONSES AND DESIGNATION OF AREA OF CRITICAL CONCERN

Area of Critical Concern	Topic	Item Numbers	Number of Responses by Topic
P	1. Teachers employ instructional methodology tuned to individual learner styles (Diagnostic-Prescriptive teaching, IEPs, mastery learning format)	1, 3, 11, 17, 26, 27, 28, 29, 31, 32, 46, 47, 48, 49, 52, 53, 54, 56, 58, 59, 60, 61, 68, 73, 75, 76, 78, 87, 88, 100, 104, 105, 106, 123, 151, 158	Total responses 36 = 22 percent

Area of Critical Concern		Topic	Item Numbers	Number of Responses by Topic
P	2.	Integration of Title I program with regular school program through communication of regular classroom teachers, Title I teachers, and other supportive staff	5, 9, 14, 16, 21, 30, 71, 84, 108, 111, 112, 114, 118, 125, 129, 130, 131, 132, 138, 146, 148, 154, 160, 161	Total responses 24 = 14.8 percent
S and P	3.	Regular and Title I staff development through in-service training	4, 6, 23, 33, 40, 55, 65, 70, 79, 85, 91, 101, 110, 115, 117, 124, 140, 141, 147, 152, 153, 159	Total responses 22 = 13.6 percent
I and C	4.	Joint program planning among parents, teachers, and administrators with emphasis on parent involvement in school activities as volunteers, with appropriate training geared both towards assisting their own children and in carrying out PAC functions	15, 19, 22, 25, 34, 35, 36, 37, 41, 72, 90, 93, 94, 95, 96, 97, 116, 127, 137	Total responses 19 = 11.7 percent
S and P	5.	Adequate staffing levels of qualified and experienced teachers and aides with desirable pupil teacher instructional ratios	20, 39, 50, 62, 63, 64, 89, 99, 103, 113, 142, 143, 144	Total responses 14 = 8.6 percent
P	6.	Stated objectives of the compensatory program to include other specific goal areas of comprehension, study skills, interest and attitudes toward reading in addition to word identification skills	8, 10, 13, 43, 44, 45, 74, 107, 119, 120, 121, 122, 156, 157	Total responses 14 = 8.6 percent
P	7.	Adequate multisensory materials available which are appropriate at learner's instructional level	12, 18, 57, 59, 92, 134	Total responses 6 = 3.7 percent

Area of Critical Concern		Topic	Item Numbers	Number of Responses by Topic
P	8.	A sequence of reading skills K-12 with related record keeping system	2, 77, 83, 128	Total responses 4 = 2.5 percent
P	9.	Provide early intervention Grades K-3	24, 102	Total responses 2
E	10.	Utilize standardized tests pre and post	38, 66	Total responses 2
E	11.	Improve Evaluation	51, 162	Total responses 2
		"Other" Responses (Appendix 2)	7, 42, 67, 80, 81, 82, 86, 98, 109, 126, 135, 136, 139, 145, 149, 150, 155	Total responses 17

GRAND TOTAL RESPONSES 162

Discussion of Findings

Numbers Indicate Ranking of Topics from Table I

Interrelationships of Recommendations # 1, 2, 8, 9

The single category of topic (No. 1) which received the highest number of total responses (not necessarily highest number of separate coordinators) was for reading programs at the local level to employ those instructional practices which are inherent in a diagnostic-prescriptive, mastery learning program design. While Indivividualized Education Plans have been urged in Title I regulations for several years, the true need for expansion of the diagnostic-prescriptive process accompanying these plans has only recently gained increased attention as desirable elements of compensatory reading programs.

The second highest recommendation, while evidencing the need for Title I specialists and regular classroom teachers to present a coordinated and thoroughly integrated array of services to bear on the child's reading problem, fails to state the connective thread which would unify the regular and the Title I offerings. That thread is mentioned in No.8. The existence or lack of, an available sequence of skills through which all students would be allowed the necessary time on task in which to achieve mastery on each skill at their own individual rate. The proposition for all students to receive a fully personalized program can perhaps be stated as was, in Statement No. 31 of the survey;

"A diagnostic and prescriptive teaching approach to individualizing the reading program is important."

a. Use of diagnostic tests to determine the general needs of the reading student which includes the formal reading tests--in such a manner skill deficiencies of students may be determined.

b. Establishing a skills continuum in reading.

c. Keying teaching materials available to the teachers to each skill on the continuum.

d. Developing a file by skill areas to incorporate the identified keyed materials.

e. Prepare a prescription for each student from the identified skill need of the child--utilizing the specific material identified for that skill. This includes adjusting the prescription if the student did not indicate mastery of the skill. Or as stated more succinctly by Statement No. 151;

"1. Competent staff

2. Sequentially organized program

3. Early intervention

4. Regularly integrated Title I and regular classroom teachers

5. Principals of mastery learning should be incorporated into regular classroom programs"

Perhaps then the legacy that is left after 10-odd years of identifying what is to be compensated for is that schools must reform the practice, as may well have been intended by the act to obviate, . . . the practice of assuming mastery of materials by students on a grade by grade basis and that schools rather, should institutionalize the practice of providing an individual pacing of reading experiences which allows frequent assessment and demonstration of progress toward mastery.

Recommendation # 3

Regular inservice was noted as a high priority ranked element of sucessful programs. What is more interesting however are the actual topics of inservice which the state coordinators felt should be included. In general the statements reveal that inservice should be directed toward specific skill needs of the staff, whether Title I, regular classroom, or aides working with them; that efforts of inservice should provide opportunities for teachers to review the process of matching the strengths of various reading approaches to the children; that inservice should provide assistance to teachers attempting to accommodate different developmental rates of children. Further inservice should focus on diagnostic prescriptive teaching strategies, emphasize skills assessment with a humanistic approach and be aimed at aiding teachers to improve the management of individualized reading programs.

Recommendation # 4

The statements included here primarily urged greater efforts in bringing parents to schools more regularly in at least three dimensions. For leadership training for service on advisory committees, for volunteer and compensated activities as aides in the programs and more importantly for current information concerning their child's program and training on how to take an active part in reinforcing activities of the school. Additionally, home start training was indicated.

Secondly, a number of statements urged further direct and active inclusion in school level planning by the principal, in order to capture that level of committment to the program which in most cases can only be brought about by the principal's administrative skills.

Recommendation #5

Some statements expressed on this topic called for certification standards for both teachers and aide who are to be employed in the programs. Also some statements coupled desirable pupil teacher instructional ratios with adequacy of staff where one is a function of the other.

No concensus is reached either for the length of session per day or the number of times per week or for the instructional ratio.

Statement No. 62 states; "Regular remediation periods. Five periods per week, instructional period of 20-30 minutes with a student instructional ratio of no more than 3 to 1" and No. 64 states, "Set minimum standards for number of meetings and time per session--for example, use three sessions per week, 20 minutes per session", while No. 143 states, "A concentration of effort directed toward providing daily remedial instruction in addition to regular classroom instruction is essential. (Instruction time daily of 30 minutes minimum and a maxi-

mum fo 40 minutes is recommended.)" and No. 144 offers "Instruction to be delivered in small class settings (recommend three to seven students per teacher) and separate from the regular classroom environment". Implications are for a session between 20-40 minutes; from 3 to 5 days weekly; and from 3-7 students per session. The danger in arriving at concensus here however is that schedules should reflect individual needs of students for more frequent service, for longer or shorter sessions than others, and for needs for individual sessions when necessary. Hopefully, programs and regular scheduling would provide for these differences.

Recommendation # 6

The statements reveal a small concensus 8.6 percent of responses calling for a refocusing on the "whole reading process" rather than fragmentary individual word recognition activities. The urging here is for new efforts at expanded reading activities--study skills, comprehension skills, fostering of interest in and positive attitude toward reading. It can be said then that the "element desirable"in the effective program is the clear description and implementation of activities toward these different goal areas.

Recommendation # 7

Appropriate instructional level materials available for learners . . . It is difficult to discern to whom this message is sent. Whether to the program planners or to the local school department budget makers, the need is clear for the project participants; perhaps all students should be so lavished as to be allowed daily success in reading experiences.

Recommendation # 8

Since this survey August 1976, the federal government has reported several alternate designs for program evaluation (RMC evaluation designs). Where some

states have been utilizing the same instrument across all districts for years, other states are yet to move toward aggregation of data on the same instrument. The differences across states are scheduled to be standardized in use of one of the designs. Flexibility remains the by word for this effort which remains to be implemented.

Summary and Conclusions

Based on a ranking by frequency of response to general topical categories, the recommendations which are felt by the sample of coordinators to most likely improve compensatory reading programs are:

1. That teachers adopt diagnostic-prescriptive instructional methods tuned to learner styles and taught to individual mastery.
2. That the Title I and regular school curriculum in reading should be based on the same sequence of skills, and that each child's program be coordinated and integrated regularly among all staff.
3. That regular inservice for all professionals and paraprofessionals be included in each program.
4. That parents be offered training and be included in planning at the program level, and in specific supportive activies at their own child's program level.
5. That programs be provided with adequate qualified and experienced staff members.
6. That programs include objectives and activities of additional goal areas than word recognition.
7. That school departments and Title I programs provide sufficient and appropriate instructional level materials for each learner.

Implications

A clustering of topics ranked Nos. 1, 2, 8, and 9 provide a larger picture. Each of these recommendations are elements involved in providing truly individualized curriculum in schools. These statements account for approximately 43 percent of the responses. It seems fair to conclude that many coordinators are concerned that schools should provide mastery learning environments for students and that this would most likely improve reading programs, both Title I and regular, in local schools.

Throughout the statements of the coordinators an underlying philosophy is clear: That the improvement of the compensatory programs is intrinsically tied to the propensity of schools to change. What the funds are compensating for is the school's failure in providing the resources necessary to bring each student to the point of mastery of each skill in reading. The student's lack of mastery of the foundation (the basic skills) is further complicated by annually moving students through supposed grades. The expectation of next year's teacher is that all essential skills of the previous year are indeed mastered by each student. It is no wonder that secondary teachers eager to move students to advanced levels are continuously looking to elementary levels for their "failure" to produce students who are independent readers.

In its simplest, effective form, the ideal compensatory program provides minimally, instructional level material on diagnosed skills with sufficient time on task necessary for mastery. If we are content with the numbers of students who can be salvaged on a yearly basis for 20-40 minutes per day, then let the programs continue as supplementary programs, as something extra; however, if there is genuine intent to provide an impetus for the reform of schools, then let the "tail begin to wag the dog". Let the schools provide the resources necessary for organizational changes which will result in individual pacing of instruction for every learner.

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
Hayes Street, Providence, Rhode Island 02908

Thomas C. Schmidt, Commissioner

APPENDIX 1

August 10, 1976

TO: Title I State Coordinators

FROM: Phil Zarlengo (PZ), Coordinator of Compensatory Education

SUBJECT: Elements of Effective Reading Programs

The Rhode Island Department of Education is conducting a statewide project to develop criteria for planning, implementing and evaluating Title I Reading Programs. To accomplish this goal, a series of workshops have been held in our state during which recommendations were made for improvement of Title I Reading Programs from parents, teachers, and administrators in the state.

To augment these recommendations, a literature search and validation study is being conducted to identify elements of Title I Reading Programs which are likely to have a significant impact on reading achievement. We would like to include in this validation study the informed opinion of State Title I Coordinators.

Would you please list for us on the enclosed form the five recommendations which in your opinion or based on your own experience, would lead to the improvement of Title I Reading Programs at the local level. A reply form is enclosed for your convenience. Summaries of the responses will be sent to all who reply to the request.

Thank you for your assistance in our important effort.

PZ/rr
Enclosure

Please complete and return by August 30, 1976 to:

Mr. Henry D'Aloisio
Consultant, Compensatory Education
Title I Office
Roger Williams Building
22 Hayes Street
Providence, Rhode Island 02908

The following are the recommendations which I believe are most likely to lead to improved Title I reading programs.

1.

2.

3.

4.

5.

APPENDIX 2

Responses Designated "Other"

7, 42, 67, 80, 81, 82, 86, 98, 109, 126, 135, 136, 139, 145, 149, 150, 155

TOTAL 17

Prepare frequent inspiring and informative newsletters to the Title I staff.

More money spent on actual reading, not field trips, etc. No priority order.

Require at least 75% of the monies to be federal and for the basic skills, of reading, math, oral and written communications.

Commitment on the part of the staff to the Title I concept of compensatory education.

Title I Director (LEA) that is knowledgeable and has leadership qualities.

SEA assistance to encourage all of the above.

Strict Compliance with the intent of the project and its goals and objectives in order to maximize resources.

Continuous monitoring/process evaluation of instructional activities; provide "fail-safe" mechanism to ensure necessary program modification.

Better communication between the SEA and LEAs.

Cost/pupil seems to be a factor if we believe the Tumkey study in Michigan. While we don't require "half again the per pupil cost", we have raised our concentration of effort figure.

Student directed activities and involvement with the environment.

Operation of class through group consensus (students and teacher).

Place only students in Title I classes who have the ability to achieve up to their grade level.

Students should not be assigned to more than one remedial subject daily.

Explore possibilities of teaming of Title I children with accelerated students for peer and cross-age tutoring.

Develop a better system of coordination of Title I, Title III (IVA), Right to Read and other federal and state reading programs.

"Commitment"

Appendix D
Assessment of Key Recommendations of Regional Workshop Participants

Prepared by Dr. William Oehlkers
Rhode Island College
September 1976

Dear Conference Participant:

As a result of three state conferences on Title I Reading Programs, more than 500 recommendations have been received. We are grateful for your assistance and believe that these suggestions will help to improve reading programs for the disadvantaged.

In order to assist the Steering Committee, which has the responsibility for editing the wealth of suggestions, key recommendations have been selected for your reaction. For the first four reactions to each recommendation (1. Clarity, 2. Specificity, 3. Reasonableness, and 4. Impact), answer "Yes" (Y), "No" (N), or "Uncertain" (U) on the response sheet by circling the appropriate letter.

The first reaction asks, "Is the recommendation clear?" That is, do you understand what it is saying?

The second reaction is, "Is it specific enough?" This question seeks to determine whether the recommendation in its present wording is able to be implemented. If a recommendation is stated in too general a fashion, it cannot be implemented without further specification.

"Is it reasonable?" is the third reaction. Given the resource of money, personnel, teaching conditions, etc., is it reasonable to advocate the implementation of this recommendation?

The fourth reaction asks, "If this recommendation were implemented, is it likely to improve the reading ability of Title I students?"

For reaction five, indicate the extent of your agreement or disagreement. Circle the numeral which corresponds with your feelings about each recommendation:

5 - Strongly agree (SA)
4 - Agree (A)
3 - Uncertain (U)
2 - Disagree (D)
1 - Strongly disagree (SD)

Please return the completed response sheet in the enclosed envelope by September 20, 1976. Thank you for your cooperation.

Sincerely,

William J. Oehlbers

William J. Oehlbers
Consultant, Title I Project

WJO/lal
Enclosure

KEY RECOMMENDATION RESPONSE SHEET
FOR ANTICIPATED IMPACT AND LEVEL OF AGREEMENT

	Impact				Agreement					
	Y	U	N	NR	SA	A	U	D	SD	NR
Recommendation No. 1 Admission of child to program should require parental approval.	37%	30%	27%	7%	32%	27%	12%	17%	13%	0%
Recommendation No. 2 Training model be developed for improving parental involvement.	60%	27%	3%	10%	45%	23%	22%	8%	2%	0%
Recommendation No. 3 Statewide parent activities should be increased.	45%	32%	15%	8%	32%	17%	33%	7%	10%	1%
Recommendation No. 4 Provide child advocate to go into home to mediate or solve parent-school concerns whether academic or social.	30%	55%	5%	10%	23%	22%	33%	13%	7%	2%
Recommendation No. 5 Increase role of parents in development of proposals.	37%	35%	20%	8%	25%	25%	20%	12%	18%	0%
Recommendation No. 6 Provide specific time for parents to confer with teachers on child's progress.	78%	10%	2%	10%	60%	28%	7%	2%	0%	3%
Recommendation No. 7 State should disseminate ideas to get parents involved at target school level,	57%	25%	10%	8%	32%	40%	18%	5%	3%	2%
Recommendation No. 8 Teachers should be more involved in program planning.	78%	13%	2%	7%	60%	30%	8%	2%	0%	0%
Recommendation No. 9 Parent-teacher training efforts should be expanded through handbook, listing ways to help child at home.	78%	18%	2%	2%	53%	37%	7%	2%	2%	0%

	Impact				Agreement					
	Y	U	N	NR	SA	A	U	D	SD	NR
Recommendation No. 10. There is a need for in-service programs for parents to help them implement Title I teacher suggestions.	72%	20%	2%	7%	42%	42%	8%	5%	3%	0%
Recommendation No. 11 Money from Title I budget should be made available for parent coordinator to provide in-service for parents (working with their children at home, what's being done in the Title I classroom, training parents as volunteers).	62%	25%	13%	0%	30%	25%	23%	7%	15%	0%
Recommendation No. 12 It is recommended that training sessions for parents be established to include an overview of the law of Title I and training be directed more toward understanding of the affective areas, i.e. behavior and motivation as well as programs for adults in working with children at home in academic areas.	63%	25%	7%	5%	30%	35%	27%	5%	3%	0%
Recommendation No. 13 Provide for leadership training and goal setting for PAC.	37%	45%	10%	8%	20%	35%	30%	12%	3%	0%
Recommendation No. 14 It is recommended that there be a district advisory council in preference to individual school Advisory Council(s) in that there is a problem of securing active and consistent parent participation at the meetings of the local school.	37%	30%	23%	10%	35%	15%	20%	13%	15%	2%
Recommendation No. 15 Recommend that the Department of Education provide a model for the use of volunteers.	58%	28%	5%	8%	38%	30%	23%	7%	2%	0%
Recommendation No. 16 Use parents as volunteers in Title I programs.	53%	30%	8%	8%	25%	35%	25%	5%	10%	0%

	Impact				Agreement					
	Y	U	N	NR	SA	A	U	D	SD	NR
Recommendation No. 17 Provide for greater utilization of aides in Title I programs.	72%	15%	3%	10%	45%	33%	15%	3%	3%	0%
Recommendation No. 18 Set up guidelines for utilization of volunteer aides, including selection,	67%	20%	5%	8%	38%	35%	15%	2%	7%	3%
Recommendation No. 19 Teach teachers how to use aides.	68%	17%	3%	12%	43%	28%	18%	3%	3%	3%
Recommendation No. 20 Ratio of pupils to teacher should depend on needs of children.	80%	10%	2%	8%	68%	22%	8%	0%	0%	2%
Recommendation No. 21 A proportion of Title I teacher's time should be used as resource time to classroom teacher.	72%	22%	0%	7%	55%	22%	32%	7%	2%	0%
Recommendation No. 22 Recommend remedial reading programs for content teachers in middle, junior, and senior high teachers.	67%	20%	3%	10%	52%	23%	23%	0%	2%	0%
Recommendation No. 23 Title I should supply more training for regular classroom teachers.	62%	20%	10%	8%	42%	22%	22%	23%	8%	0%
Recommendation No. 24 Child's overall potential, as well as reading deficiency, must be considered in determining acceptance into program.	83%	10%	3%	3%	70%	17%	8%	0%	5%	0%
Recommendation No. 25 Reexamine the testing instruments used for selection of Title I students.	75%	13%	2%	10%	70%	18%	10%	2%	0%	0%

	Impact				Agreement					
	Y	U	N	NR	SA	A	U	D	SD	NR
Recommendation No, 26 Eliminate Learning Disability children from Title I programs.	27%	33%	35%	5%	13%	15%	37%	3%	32%	0%
Recommendation No. 27 Allow the LEA more flexibility in determining which children should be served. The teacher is the one best able to determine what service is needed.	62%	20%	8%	10%	47%	23%	17%	7%	7%	0%
Recommendation No. 28 Allow child to be released from program during school year if gains made are sufficient,	87%	7%	3%	3%	58%	28%	10%	2%	2%	0%
Recommendation No. 29 Reexamine the selection criteria used for Title I personnel.	43%	42%	7%	8%	28%	25%	30%	8%	7%	2%
Recommendation No. 30 The increased emphasis on the processes that surround Title I (PACs Evaluation, Record-keeping, Reporting, etc.) should be held in check, so that the main thrust of the program, the actual in-class instructional activity, does not become of secondary importance.	82%	12%	0%	7%	72%	17%	12%	0%	0%	0%
Recommendation No. 31 ESL and Learning Disability program should be integrated with reading through the use of resource teachers.	48%	40%	3%	8%	22%	25%	38%	10%	2%	3%
Recommendation No. 32 Provide closer tie between regular and Title I classrooms.	77%	17%	0%	7%	58%	27%	15%	0%	0%	0%
Recommendation No. 33 Avoid obvious conflicts of so many special services available.	57%	30%	5%	8%	42%	28%	27%	2%	2%	0%

	Impact				Agreement					
	Y	U	N	NR	SA	A	U	D	SD	NR
Recommendation No. 34 Title I should be extended to include after school scheduling.	22%	35%	33%	10%	7%	8%	23%	22%	38%	2%
Recommendation No. 35 Title I should be extended to include summer programs.	45%	28%	18%	8%	30%	20%	22%	8%	20%	0%
Recommendation No. 36 Individualization should be maintained through diagnostic-prescriptive approach.	85%	7%	0%	8%	68%	27%	5%	0%	0%	0%
Recommendation No. 37 Bilingual staff should be provided for Title I programs for bilingual students.	72%	15%	5%	8%	43%	33%	15%	5%	3%	0%
Recommendation No. 38 Elementary Title I teacher should spend some time working with Title I child within his regular classroom.	48%	35%	12%	5%	32%	27%	28%	7%	7%	0%
Recommendation No. 39 Disseminate teacher made materials through workshops.	60%	25%	3%	12%	43%	33%	22%	2%	0%	0%
Recommendation No. 40 Provide more time for teachers to develop materials and share with others.	58%	20%	13%	8%	35%	33%	18%	7%	7%	0%
Recommendation No. 41 Continue purchasing materials to deal with specific program objectives.	67%	25%	0%	8%	37%	43%	20%	0%	0%	0%
Recommendation No. 42 Children should be instructed in the classroom in the content areas - they should not be pulled out!	20%	58%	13%	8%	15%	5%	50%	18%	12%	0%

	Impact				Agreement					
	Y	U	N	NR	SA	A	U	D	SD	NR
Recommendation No. 43 Facilities should be improved. Additional space - NO CLOSETS! or CORRIDORS!	67%	20%	5%	8%	62%	18%	15%	3%	2%	0%
Recommendation No. 44 Provide primary grade emphasis to prevent failure in later years.	82%	10%	0%	8%	65%	25%	3%	5%	2%	0%
Recommendation No. 45 Clarify role definition between learning disability teachers and reading teachers.	62%	22%	8%	8%	57%	25%	10%	5%	3%	0%
Recommendation No. 46 Provide self-concept development.	58%	33%	3%	8%	38%	27%	32%	0%	3%	0%
Recommendation No. 47 There is a need for an evaluation of the testing instruments used on Title I children.	70%	20%	3%	7%	55%	22%	22%	0%	2%	0%
Recommendation No. 48 All evaluators should be much more involved in the daily operation of programs.	47%	32%	12%	10%	27%	35%	23%	12%	3%	0%
Recommendation No. 49 More use of criterion testing. A model should be developed to use CRT in pupil/program evaluation.	47%	42%	3%	8%	37%	20%	35%	5%	2%	2%
Recommendation No. 50 Use of Norm-Referenced Tests should be confined to instructional level.	50%	38%	7%	5%	35%	15%	38%	8%	3%	0%
Recommendation No. 51 More use of observation as a technique for pupil/program evaluation.	50%	40%	5%	5%	27%	35%	37%	0%	2%	0%

	Impact				Agreement					
	Y	U	N	NR	SA	A	U	D	SD	NR
Recommendation No. 52 Affective gains should be evaluated.	45%	47%	2%	7%	30%	27%	37%	5%	2%	0%
Recommendation No. 53 Use of criterion-reference test for pre/post rather than CAT or CTBS. The present tests are not designed for remedial readers, are frustrating to them, and are of little value to the teachers in diagnosing the children's problem.	68%	18%	5%	8%	45%	23%	22%	3%	7%	0%
Recommendation No. 54 Continue use of aides but redefine roles (instruction vs. clerical).	62%	28%	2%	8%	38%	30%	25%	3%	2%	2%
Recommendation No. 55 Title I teachers should be involved in the selection of materials.	87%	3%	0%	10%	78%	20%	0%	0%	0%	2%
Recommendation No. 56 Additional support services (medical, psychological, etc.) should be provided.	73%	17%	3%	7%	50%	27%	15%	2%	3%	5%
Recommendation No. 57 Preference should be given for follow-up services to previous participants.	63%	22%	5%	10%	43%	25%	22%	3%	3%	3%
Recommendation No. 58 Title I teachers should receive continuing appropriate training to upgrade their skills in teaching the disadvantaged.	73%	17%	2%	8%	50%	35%	10%	2%	0%	3%
Recommendation No. 59 Both administrative and instructional staff on the local level should increase their monitoring of, and assistance to, their own compensatory programs.	55%	32%	2%	12%	3%	30%	27%	5%	0%	2%

KEY RECOMMENDATIONS
SORTED BY TOPICAL AREA

	Key Recommendation	Impact	SA & A
Involvement-Communication (13)	No. 2	60%	68%
	No. 3	45%	49%
	No. 4	30%	45%
	No. 5	37%	50%
	No. 6	78%	88%
	No. 7	57%	72%
	No. 9	78%	90%
	No.10	72%	84%
	No.11	62%	55%
	No.12	63%	65%
	No.13	37%	55%
	No.14	37%	50%
	No.32	77%	85%
Staffing and Participation (20)	No. 1	37%	59%
	No.15	58%	68%
	No.16	53%	60%
	No.17	72%	78%
	No.18	67%	73%
	No.19	68%	71%
	No.20	80%	90%
	No.24	83%	87%
	No.25	75%	88%
	No.26	27%	28%
	No.27	62%	70%
	No.28	87%	86%
	No.29	43%	53%
	No.31	48%	47%
	No.33	57%	70%
	No.37	72%	76%
	No.45	62%	82%
	No.54	62%	68%
	No.57	63%	68%
	No.58	73%	85%
Program (18)	No. 8	78%	90%
	No.21	78%	77%
	No.22	67%	75%
	No.23	62%	64%
	No.30	82%	89%
	No.34	22%	15%
	No.35	45%	50%
	No.36	85%	95%
	No.38	48%	59%
	No.39	60%	76%
	No.40	58%	68%
	No.41	67%	80%

KEY RECOMMENDATIONS - Cont.	Key Recommendation	Impact	SA & A
Program (Cont.)	No.42	20%	20%
	No.43	67%	80%
	No.44	82%	90%
	No.46	58%	65%
	No.55	87%	98%
	No.56	73%	77%
Evaluation (8)	No.47	70%	77%
	No.48	47%	62%
	No.49	47%	57%
	No.50	50%	50%
	No.51	50%	62%
	No.52	45%	57%
	No.53	68%	68%
	No.59	55%	66%